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ABSTRACT

Career exploration continues to be the focus of the middle school program in career development and is part of North Carolina's Standard Course of Study. The national experience suggests that the sequential, comprehensive delivery of career development competencies can be easily and effectively accomplished through counselor-teacher collaboration. This career guide attempts to enhance the North Carolina middle school career development program. Its purpose is to assist middle school counselors, career development coordinators, and teachers by identifying classroom activities that already support career development and suggesting ways to incorporate additional competencies into their programs. The introductory section references the National Career Development Competencies and state school counseling goals. Section 2 provides sample activities that illustrate how teachers can include career development competencies within their subject area lesson plans. Section 3 discusses the workshop outline and offers a guide for counselor-teacher teams who are interested in developing classroom activities for their school in order to build a comprehensive guide. Additional resources for career development from the American Institutes for Research and the American School Counselor Association are appended. (JDM)

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ED 456 375

Middle Grades Career Awareness Guide

A Resource for Middle School Counselors
Career Development Coordinators
and
Teachers

Developed by: **NC Department of Public Instruction, NC JobReady, NC State Occupational Information Coordinating Committee**

2001

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FOREWARD

Career Development at the Middle Grade Level

Career exploration continues to be a focus on the Middle School program in career development. It is a part of North Carolina's Standard Course of Study, has been endorsed by the State Board of Education, and is promoted by the state's School-to-Work initiative, JobReady. The national experience suggests that the sequential, comprehensive delivery of career development competencies can be most easily and effectively accomplished through counselor-teacher collaboration. School counselors are already providing many of the career development competencies through current programs, and teachers often welcome ways to incorporate career development into classroom instruction.

This Guide

The Career Awareness Guide is an attempt to enhance our middle school career development program. Its purpose is to assist middle school counselors, career development coordinators, and teachers identify classroom activities which already support career development and suggest ways to incorporate additional competencies into their programs.

- The Introductory Section references the National Career Development Competencies and state school counseling goals.
- The sample activities (Section II) illustrate how teachers can include career development competencies within their subject area lesson plans.
- The Workshop Outline (Section III) offers a guide for counselor-teacher teams who are interested in developing appropriate classroom activities for their school, in order to build a comprehensive program.

Acknowledgements

This Guide is a collaborative project of the North Carolina Department of Public Instruction, JobReady, and the State Occupational Information Coordinating Committee. Special thanks to Connie Woody who developed this Guide. Her dedication and commitment to quality are exemplified in this product. The Project Directors are indebted to counselors, teachers, and career development coordinators from across North Carolina who contributed activities for this Guide, and to Jean Williams for her input on this project.

We hope that Middle Grades educators will find the Guide useful and will share with us comments and suggestions about its future use.

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Section I:

Introduction

This section discusses career development programs at the middle grade level and provides state and national goals and competencies.

INTRODUCTION

The middle grade years are an important time for young people to explore their world. A part of that exploration revolves around careers.

Career development in North Carolina's public schools includes awareness, exploration, and planning activities for students. Components of each of these three types of activities are found at each grade level. The focus of the elementary grades is career awareness. During the middle school years, students continue to be aware of jobs and careers, but the focus at this level is exploration.

Students begin a self-assessment process in which they look at their interests, aptitudes, personality, values, learning style, and achievement. They search for careers in which people who do those jobs have interests similar to their own. Students read about careers; they research and write about careers. Ultimately, they choose an area in which they will focus their high school and postsecondary education.

Throughout middle grades, students prepare to write a four-year high school plan, known as their career development plan (CDP). The career development plan is unique to the individual school system and the individual student in that system.

Much attention is given to the preparation for writing the career development plan. In most North Carolina schools, middle grade students can take exploratory courses, participate in job shadowing, listen to career speakers, participate in career fairs, use Internet technology to locate e-resources on career information, and become members in their own Career and Technical Student Organization—Career Clubs of North Carolina (CECNC).

Middle school counselors, career development coordinators, and teachers can incorporate career development into classroom curricula that students receive every day. The activities found in this manual can be taught as part of the goals and objectives found in the North Carolina Standard Course of Study. Counselors, career development coordinators, and teachers can also make workforce language a part of everyday discussions with students. They help to make the connection between what students are learning in their classes and why they will need to know that information or skill in the future.

Career development is one-third of the Comprehensive School Counseling programs in North Carolina. Along with academic development and personal/social development, students are provided opportunities to learn, to explore, and to make good career choices so that their future will be one of satisfaction and success.

Betty Jo Wimmer
Career Development Consultant
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THE NATIONAL STANDARDS FOR SCHOOL COUNSELING PROGRAMS

EXECUTIVE SUMMARY

After extensive research and review, the American Counselor Association announces the establishment of the National Standards for School Counseling Programs.

National Standards:

- help school systems identify what students will know and be able to do as a result of participating in a school counseling program;
- establish similar goals, expectations, support systems and experiences for all students; serve as an organizational tool to identify and prioritize the elements of an effective school counseling program; and
- provide an opportunity to discuss the role of counseling, programs in school to enhance student learning .

WHY SCHOOL COUNSELING PROGRAMS?

The purpose of a counseling program in a school setting is to promote and enhance the learning process. The goal of the program is to enable all students to achieve success in school and to develop into contributing members of our society. A school counseling program based upon national standards provides all of the necessary elements for students to achieve success in school. This programmatic approach helps counselors to:

- continuously assess their students needs; identify the barriers and obstacles that may be hindering student success; and
- advocate for programmatic efforts to eliminate these barriers. School success requires that students make successful transitions and acquire the attitudes, skills, and knowledge that are essential to the competitive workplace of the 21st century.

WHAT ARE THE NATIONAL STANDARDS?

The National Standards for School Counseling Programs facilitate student development in three broad areas:

Academic Development
Career Development
Personal/Social Development

The standards provide the guidance, direction and the framework for states, school systems and individual schools to develop effective school counseling programs. There are three standards for academic development, career development, and personal/social development. These nine standards are followed by a list of student competencies or desired student learning outcomes. These define the specific knowledge, attitudes and skills which students should obtain or demonstrate as a result of participating in a school counseling program. These competencies form a foundation which can be used as a basis to develop measurable indicators of student performance.

Academic Development

The academic standards serve as a guide for the school counseling program to implement strategies and activities that support and maximize student learning. Academic development includes:

- acquiring skills, attitudes, and knowledge to learn effectively;
- employing strategies to achieve success in school; and
- understanding- the relationship of academics to the world of work, and to life at home and in the community.

Career Development

Program standards for career development serve as a guide for the school counseling program to provide the foundation for acquiring the skills, attitudes, and knowledge that enable students to make a successful transition from school to the world of work. Career development includes:

- strategies to achieve future career success and job satisfaction;
- fostering an understanding of the relationship between personal qualities, education and training, and the world of work; and
- the development of career goals by all students as a result of career awareness and experiential activities.

Personal/Social Development

Program standards for personal/social development serve as a guide for the school counseling, program to provide the foundation for personal and social growth which contributes to academic and career success. Personal/social development includes:

- the acquisition of skills, attitudes, and knowledge which helps students to respect self and others;
- the use of effective interpersonal skills; the employment of safety and survival skills;
- understanding the obligation to be a contributions, member of our society; and the ability to negotiate successfully and safely in the increasingly complex and diverse world of the 21st century.

[Extracted from The National Standards for School Counseling Programs, American School Counselor Association (1997)]

THE NATIONAL STANDARDS FOR SCHOOL COUNSELING PROGRAMS

Academic Development

Standard A. Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

Standard B. Students will complete school with the academic preparation essential to choose from a wide range of substantial postsecondary options, including college.

Standard C. Students will understand the relationship of academics to the world of work, and to life at home and in the community.

Career Development

Standard A. Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

Standard B. Students will employ strategies to achieve future career success and satisfaction.

Standard C. Students will understand the relationship between personal qualities, education and training, and the world of work.

Personal/Social Development

Standard A. Students will acquire the attitudes, knowledge and interpersonal skills to help them understand and respect self and others.

Standard B. Students will make decisions, set goals and take necessary action to achieve goals.

Standard C. Students will understand safety and survival skills.

NATIONAL CAREER DEVELOPMENT GUIDELINES

Elementary	Middle/Junior High School	High School	Adult
Self-Knowledge			
Knowledge of the importance of self-concept	Knowledge of the influence of a positive self-concept	Understanding the influence of a positive self-concept	Skills to maintain a positive self-concept
Skills to interact with others	Skills to interact with others	Skills to interact positively with others	Skills to maintain effective behaviors
Awareness of the importance of growth and change	Knowledge of the importance of growth and change	Understanding the impact of growth and development	Understanding developmental changes and transitions
Educational and Occupational Exploration			
Awareness of the benefits of educational achievement	*Knowledge of the benefits of educational achievement to career opportunities	*Understanding the relationship between educational achievement and career planning	Skills to enter and participate in education and training
Awareness of the relationship between work and learning	*Understanding the relationship between work and learning	*Understanding the need for positive attitudes toward work and learning	Skills to participate in work and life-long learning
Skills to understand and use career information	*Skills to locate, understand, and use career information	*Skills to locate, evaluate and interpret career information	Skills to locate, evaluate and interpret career information
Awareness of the importance of personal responsibility and good work habits	*Knowledge of skills necessary to seek and obtain jobs	*Skills to prepare, seek, obtain, maintain and change jobs	Skills to prepare to seek, obtain, maintain and change jobs
Awareness of how work relates to the needs and functions of society	*Understanding how work relates to the needs and functions of the economy and society	*Understanding how societal needs and functions influence the nature and structure of work	Understanding how the needs and functions of society influence the nature and structure of work
Career Planning			
Understanding how to make decisions	*Skills to make decisions	*Skills to make decisions	Skills to make decisions
Awareness of the interrelationship of life roles	*Knowledge of the inter-relationship of life roles	*Understanding the inter-relationship of life roles	Understanding the impact of work on individual and family life
Awareness of different occupations and changing male/female roles	*Knowledge of different occupations and changing male/female roles	*Understanding the continuous changes in male/female roles	Understanding the continuing changes in male/female roles
Awareness of the career planning process	*Understanding the process of career planning	*Skills in career planning	Skills to make career transitions

*Guidelines that have been utilized in the Career Choice's User's Guide.

THE NATIONAL CAREER DEVELOPMENT GUIDELINES

(Note: The comments relating to the National Guidelines have been excerpted from the National Career Development Guidelines, NOICC, 1989.)

The National Career Development Guidelines Project represents a major nationwide effort to foster excellence in career guidance and counseling at all levels. The goal of the Guidelines is to serve as a catalyst for the development of standards at the state, local, and program levels. The National Guidelines are the product of the collaboration of a number of groups under the leadership of NOICC. More than 150 individuals served in an advisory, review, and validation capacity during the development of the Guidelines. A Project Leadership Team contributed overall policy direction to the development of the guidelines. A second group, the Project Review and Implementation Planning Group, represented the state and local viewpoint. This group, which included two representatives for each of the five educational levels, provided direction related to the process of implementing the guidelines at the state and local levels. A third national group, comprised of experts in career guidance and counseling, served as an Expert Review Panel and provided conceptual review. The extensive use of professional input and review along with field-based experience ensured the development of guidelines that are conceptually sound, comprehensive, and useful.

The National Guidelines are intended to provide a basis for improving career guidance and counseling programs that are integrated with the total guidance and counseling program. Three major components are addressed in the guidelines: the student competencies and indicators, institutional capabilities, and personnel requirements and counselor competencies.

1. The student competencies and indicators provide guidelines for the outcomes of career guidance and counseling programs and thus become the basis for program development. Competencies are viewed as broad goals whereas indicators describe specific attitudes, knowledge, and skills related to career development. The National Guidelines provide recommended career development competencies and indicators for five levels ranging from elementary to adult. The competencies are organized around three board areas: self-knowledge, educational and occupational exploration, and career planning and exploration.

2. The institutional capabilities section provides a statement of the commitments, structure, and support required for effective career guidance and counseling programs including administrative commitments, physical facilities, in-service training, and materials and equipment.

3. The personnel requirements and counselor competencies section provides a description of the roles of various staff members as well as specific competencies needed by counselors to deliver career guidance and counseling programs.

Middle/Junior High Student Competencies and Indicators

The competencies and indicators represent the knowledge, skills and abilities students need to cope effectively with daily life, to make the transition into high school, and to develop an educational plan that ensures their academic growth and continuing career development. The presentation of the competencies and indicators does not imply a sequential order for delivery, but is an inclusive listing of elements important to a student's career guidance and counseling plan.

Competency I: Knowledge of the influence of a positive self-concept.

The student will –

1. Describe personal likes and dislikes.
2. Describe individual skills required to fulfill different life roles.
3. Describe how one's behavior influences the feelings and actions of others.
4. Identify environmental influences on attitudes, behaviors and aptitudes.

Competency II: Skills to interact with others.

The student will –

1. Demonstrate respect for the feelings and beliefs of others.
2. Demonstrate an appreciation for the similarities and differences among people.
3. Demonstrate tolerance and flexibility in interpersonal and group situations.
4. Demonstrate skills in responding to criticism.
5. Demonstrate effective group membership skills.
6. Demonstrate effective social skills.
7. Demonstrate understanding of different cultures, lifestyles, attitudes, and abilities.

Competency III: Knowledge of the importance of growth and change.

The student will –

1. Identify feelings associated with significant experiences.
2. Identify internal and external sources of stress.
3. Demonstrate ways of responding to others when under stress.
4. Describe changes that occur in the physical, psychological, social and emotional development of an individual.
5. Describe physiological and psychological factors as they relate to career development.
6. Describe the importance of career, family, and leisure activities to mental, emotional, physical and economic well-being.

Competency IV: Knowledge of the benefits of educational achievement to career opportunities.

The student will –

1. Describe the importance of academic and occupational skills in the work world.
2. Identify how the skills taught in school subjects are used in various occupations.
3. Describe individual strengths and weaknesses in school subjects.
4. Describe a plan of action for increasing basic educational skills.
5. Describe the skills needed to adjust to changing occupational requirements.
6. Describe how continued learning enhances the ability to achieve goals.
7. Describe how skills relate to the selection of high school courses of study.
8. Describe how aptitudes and abilities relate to broad occupational groups.

Competency V: Understanding the relationship between work and learning

The student will –

1. Demonstrate effective learning habits and skills.
2. Demonstrate an understanding of the importance of personal skills and attitudes to job success.
3. Describe the relationship of personal attitudes, beliefs, abilities and skills to occupations

Competency VI: Skills to locate, understand and use career information.

The student will –

1. Identify various ways that occupations can be classified.
2. Identify a number of occupational groups for exploration.
3. Demonstrate skills in using school and community resources to learn about occupational groups.
4. Identify sources to obtain information about occupational groups including self employment.
5. Identify skills that are transferable from one occupation to another.
6. Identify sources of employment in the community.

Competency VII: Knowledge of skills necessary to seek and obtain jobs.

The student will –

1. Demonstrate personal qualities (e.g., dependability, punctuality, getting along with others) that are needed to get and keep jobs.
2. Describe terms and concepts used in describing employment opportunities and conditions.
3. Demonstrate skills to complete a job application.
4. Demonstrate skills and attitudes essential for a job interview.

Competency VIII: Understanding how work relates to the needs and functions of the economy and society.

The student will –

1. Describe the importance of work to society.
2. Describe the relationships between work and economic and societal needs.
3. Describe the economic contributions workers make to society.
4. Describe the effects that societal, economic and technological change have on occupations.

Competency IX: Skills to make decision.

The student will –

1. Describe personal beliefs and attitudes.
2. Describe how career development is a continuous process with series of choices.
3. Identify possible outcomes of decision.
4. Describe school courses related to personal, educational and occupational interests.
5. Describe how the expectations of others affect career planning.
6. Identify ways in which decisions about education and work relate to other major life decisions.
7. Identify advantages and disadvantages of various secondary and postsecondary programs for the attainment of career goals.
8. Identify the requirements for secondary and postsecondary programs.

Competency X: Knowledge of the interrelationship of life roles.

The student will –

1. Identify how different work and family patterns require varying kinds and amounts of energy, participation, motivation and talent
2. Identify how work roles at home satisfy needs of the family
3. Identify personal goals that may be satisfied through a combination of work, community, social and family roles
4. Identify personal leisure choices in relation to lifestyle and the attainment of future goals.
5. Describe advantages and disadvantages of various life role options.
6. Describe the interrelationships between family, occupational and leisure decisions.

Competency XI: Knowledge of different occupations and changing male/female roles.

The student will –

1. Describe advantages and problems of entering nontraditional occupations.
2. Describe advantages of taking courses related to personal interest, even if they are most often taken by members of the opposite gender.
3. Describe stereotypes, biases, and discriminatory behaviors that may limit opportunities for women and men in certain occupations.

Competency XII: Understanding the process of career planning.

The student will –

1. Demonstrate knowledge of exploratory processes and programs.
2. Identify school courses that meet tentative career goals.
3. Demonstrate knowledge of academic and vocational programs offered at the high school level
4. Describe skills needed in a variety of occupations, including self-employment.
5. Identify strategies for managing personal resources (e.g., talents, time, money) to achieve tentative career goals.
6. Develop an individual career plan, updating information from the elementary-level plan and including tentative decision to be implemented in high school.

Section II:
Sample Activities

The activities in this section are examples of what two school systems are using to integrate career development into the Standard Course of Study. Counselors and teachers may use these activities any way that is comfortable to their particular program and add activities of their own. They may use the ones that are above and below their grade level to accelerate or remediate students.

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SIXTH GRADE

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Career Development Activity

Subject Area: **English Language Arts (6)**
Title: **A Day in the Life**

Career Development
Competency 6 - Skills to locate, understand and use career information.
Indicator 6 - Identify sources of employment in the community.

From the Standard Course of Study
English Language Arts (6) 4.3 The learner will respond critically and creatively to selections or experience.

Learner Outcome:
The student will locate, understand and use career information to write a story about the day in the life of a worker from a career of choice.

Resources/Materials:
Career information resources
Local telephone books.

Activity
1. Students will select a career of interest to them and research what it is like to work in that field.
2. Students will write a story that is reflective of a day in the life of a worker in the career field of choice. They will creatively interject career information into their story.
3. Students will use a local telephone book to locate a possible place of employment for their character.

Extension
Students will illustrate the story to further interpret the career information.

Closure
Student will discuss what career information resources proved to be the most helpful.

Home/Family Involvement
Students will ask family members who work what a typical day is like on their job.

Time Required: 2 class periods

Career Development Activity

Subject Area: **Healthful Living (6)**
Title: **Balance Work, Leisure and Family**

Career Development
Competency– 3 Knowledge of the importance of growth and change.
Indicator – 6 Describe the importance of career, family, and leisure activities to mental, emotional, physical and economic well being.

From the Standard Course of Study
Healthful Living (6) 5.2 Analyzing the relationships among diet, exercise, and body weight.

Learner Outcome:
Students will develop a plan for diet and exercise.
Students will state the relationship among diet, exercise, and body weight.
Students will examine ways to balance work, leisure and family.

Resources/Materials:
Copy of the Food Guide Pyramid
Copy of the Activity Pyramid

Activity
1. After learning about the food guide pyramid, students will analyze their diet for the recommended servings from the food guide pyramid.
2. Students will make suggestions as needed for better eating habits.
3. Students will fill in their Activity Pyramid and make suggestions as needed for better exercise habits.
4. Students will make a poster of how workers can fit healthy eating and exercise into their working day.

Extension
Students will examine how they personally are getting in enough exercise. They will create a schedule of their exercise plan and submit it to their teacher. Extra credit can be given if they actually put the plan in use.

Closure
Students will discuss careers that relate to helping others eat healthier and exercise. They will compile a class list.

Home/Family Involvement
Students will discuss with their family how their eating habits contribute or do not contribute to their physical well being.

Time Required: 2 class periods

Career Development Activity

Subject Area: **Social Studies (6)**
Title: **Be An Apprentice**

Career Development	
Competency – 5	Understanding the relationship between work and learning.
Indicator – 2	Demonstrate an understanding of the importance of personal skills and attitudes to job success.

From the Standard Course of Study
Social Studies (6) 1.3 Assess the role, status, and social class of individuals and groups in Europe and the former Soviet Republics, past and present.

Learner Outcome:
Students will define apprenticeship.
Students will become an apprentice to a "trainer".

Resources/Materials:
Student or trainers will supply

Activity
1. Define apprentice: An apprentice is one who learns by doing work with the guidance of a teacher.
2. Students will make a list of things they would like to learn how to do.
3. They will ask a friend, relative, or neighbor to train you in learning a new skill. (For example, your trainer could teach you how to cook something new, use a tool, fix a new hairstyle, repair something, change a flat tire, sew, care for a swimming pool, be a childcare worker.
4. Students will take on the role of apprentice and be observant as they watch their trainer perform the skill. The trainer may guide the student through the steps the first time.
5. Students must **PRACTICE** the skill until they can do it correctly on their own.

Extension
Share your newly learned skilled with others.

Closure
Students will share their experiences of being an apprentice with the class. They will write a paragraph on their experience. What they learned, how they felt while learning, and how they felt once they mastered the skill.

Home/Family Involvement
A family member may be the trainer.

Time Required: 1 class period

Career Development Activity

Subject Area: **Healthful Living (6)**
Title: **Benefits of Resistance**

Career Development
Competency – 7 Awareness of the interrelationships of personal responsibility, good work habits and career opportunities.
Indicator – 1 Demonstrate personal qualities (i.e.: dependability, punctuality, getting along with others) that are needed to get and keep jobs.

From the Standard Course of Study
Health (6) 6.3 Identifying short- and long-term benefits of resistance to substance abuse.

Learner Outcome:
The student will design an action system for personal safety.
The student will evaluate reasoning leading to decision-making.

Resources/Materials:
Situations listed on note cards

Activity
1. During the unit on Substance Abuse, students will do role-plays about situations listed on teacher made note cards saying "no" or escaping from compromising situations.
2. Students brainstorm different ways that resistance will benefit them after performing the role-plays. Include in the discussion, "resistance" from engaging in any negative activity such as joy riding in someone's care, shoplifting or stealing, cheating, etc.

Extension
Students list ways in which resistance to negative behavior affects the worker on the job.

Closure
Class discussion focuses on the short- and long-term ramifications of making different choices.

Home/Family Involvement
Family members are requested to share with student difficult choices they made and the reasons for making that change.

Time Required: 1 – 2 class periods

Career Development Activity

Subject Area: **English Language Arts (6)**
Title: **Collage of Self**

Career Development
Competency 1 – Knowledge of the influence of a positive self-concept
Indicator 1- Describe personal likes and dislikes.

From the Standard Course of Study
English Language Arts (6) 4.2 The learner will respond to the personal, social, cultural, and historical significance of selections or personal experiences.

Learner Outcome:
Students will describe their personal likes and dislikes.
Students will examine personal experiences and show their importance to their own self-concept.

Resources/Materials:
Tag board
Variety of magazines for cutting out
Scissors. Glue, Markers, etc.

Activity
1. Students will make a collage about themselves. They should collect and cut out pictures, words, and symbols that are representative of their personal likes and dislikes, their favorite person, the person they most admire, their career goals, places they would like to go, places they have been, things from their past, etc. They should not put their names on the front.
2. They should glue these pictures, words, and symbols onto their sheets of construction paper to make a collage.

Extension
Display the collages. Have students try to guess who made each collage.

Closure
Have each student explain to the class the items in their collage. Be sure to note that the collages are all somewhat different – unique- just as each person, is a different and unique individual while having much in common.

Home/Family Involvement
Ask family members what they would put on a collage to represent themselves and why this was chosen.

Time Required: At least 2 class periods.

Career Development Activity

Subject Area: **Math (6)**
Title: **Designer Math**

Career Development Competency – 4	Knowledge of the benefits of educational achievements to career opportunities
Indicator – 2	Identify how the skills taught in school subjects are used in various occupations.

From the Standard Course of Study
Math 6 – 1.09 Use models and pictures to relate concepts of ratio, proportion, and percent; record results.

Learner Outcome:
The student will draw a room to quarter inch scale.

Resources/Materials:
¼" graph paper, rulers, tape measures
Job descriptions of an interior designer and architect

Activity
1. Provide students with job descriptions of an interior designer and architect. Read them out loud and note the similarities. Have students list related occupations.
2. The student will measure a room and record the results.
3. The student will create a scaled drawing of the room.

Extension
Students may also measure and draw the furniture for the room, also drawn to scale. (One idea might be to have students as a class group draw their classroom. Giving each student a different piece of furniture. The scale might be larger so this could be shared with the class on a poster. Have students rearrange the classroom using their newly drawn templates.)

Closure
Discuss the practicality of rearranging furniture using a scaled drawing before physically moving furniture.

Home/Family Involvement
Use this method to rearrange a room in their own home.

Time Required:1 –2 class periods

Career Development Activity

Subject Area: **Science (6)**
Title: **The Energy of Careers**

Career Development	
Competency – 9	Skills to make decisions
Indicator – 2	Describe how career development is a continuous process with series of choices.

From the Standard Course of Study
4.06 Examine the law of conservation of energy

Learner Outcome:
The student will state the law of conservation of energy
The student will describe how career development is a continuous process

Resources/Materials:
Biography of Albert Einstein

Activity
1. Students will research and examine the law of conservation of energy.
2. Students will participate in a discussion of how past experiences cannot be created or destroyed and relate this to a career ladder.
3. Students will read a biography of Albert Einstein and create a timeline of his life, noting his previous employment.

Extension
Students will create a career ladder for a chosen occupation.

Closure
Students will discuss what life and career events lead up to Einstein's success.

Home/Family Involvement
Students will engage family members in a discussion of past jobs and will determine in what ways past jobs prepared did or did not prepare them for their current job.

Time Required:1 class period

Career Development Activity

Subject Area: **Social Studies (6)**
Title: **Exploring Economic and Societal Needs**

Career Development
Competency – 8 Awareness of how careers relate to needs and functions of society.
Indicator – 2 Describe the relationships between work and economics and societal needs

From the Standard Course of Study
Social Studies (6) 9.4 Describe the characteristics of economies in Europe and the former Soviet Republics and how they have changed over time.

Learner Outcome:
Students will create a multi-media project.
Students will indicate knowledge of the economic and societal needs of a country and how they have changed over time.

Resources/Materials:
Computers
Internet
Mutl-media programs and equipment

Activity
1. The students will research a country to gain knowledge of how the characteristics of its economic, work force, and societal needs have changed over time.
2. Students will create a multi-media project based on a specific country or group of people. They will use clip art, personal art, photographs, music or any other media, as desired.

Extension
Students will present their projects to others in school as appropriate.

Closure
Students will create a final slide describing one way their personal career choice will relate to the needs and functions of society.

Home/Family Involvement
Students will discuss with family how jobs within the family as well as outside the family contribute the needs and functions of society.

Time Required:1 - 2 week(s) of class time.

Career Development Activity

Subject Area: **Arts Education – Music (6)**
Title: **Exploring Ways to Use Your Love of Music**

Career Development
Competency - 6 Skills for understanding and using career information
Indicator - 4 Identify a number of occupational groups for exploration.

From the Standard Course of Study
Arts Education – Music 9.4 Identify various uses of music in daily experiences and describe characteristics that make certain music suitable for each use.

Learner Outcome:
Students will identify the ways in which music utilized in different occupations.
Students will choose and share music used in one occupation.

Resources/Materials:
Music recordings
Occupational guides and resource materials
Internet access

Activity
1. Students will brainstorm occupations in which music is used.
2. The students will describe the nature of the relationship between music and the specific job. For example: Dancers use music to support the goal of the dance expression. Certain choreographed dances require specific music to be written to achieve that goal. Music must then be orchestrated and performed.
3. Students will bring in samples of music and explain the use of it in a specific occupation.

Extension
Students will interview someone in an occupation of their interest to see how music is found in that career.

Closure
Class discussion will focus on how people use music to add expression and joy to their lives.

Home/Family Involvement
Students will discuss with their family members how they use music in their lives.

Time Required:1 class period.

Career Development Activity

Subject Area: **Mathematics (6)**
Title: **Formulas for Everyday**

Career Development
Competency – 5 Awareness of the interrelationship of work and learning.
Indicator - 1 Demonstrate effective learning habits and skills

From the Standard Course of Study
Mathematics (6) 3.06 Identify and use patterning as a strategy to solve problems.

Learner Outcome:
Students will be able to construct basic action/reaction, consequence/action/reaction
Students will be able to demonstrate the relationship that the action/reaction formula has to mathematical formulas and patterns.

Resources/Materials:
Examples of formulas, rules, patterns from everyday life, i.e.: rules to run a card game, rules (requirements) necessary to be able to drive a car, the use of recipes in food preparation. Etc.

Activity
1. Students will be introduced to the theory of: action/reaction, consequence/action/reaction.
2. Students will create patterns, formulas, or a rules set to express this concept in physically concrete terms
3. Students will write a one-page answer to the assignment:

Demonstrate the relationship that the action/reaction formula has with mathematical formulas rules and patterns.

Extension
Students will note patterns (or "rules") found on earth. Students will create rules for a class discussion.

Closure
Following the rules of class discussion set up by the class, students will discuss the examples of rules and patterns and create a compiled class list,

Home/Family Involvement
Students will talk with different family members and determine what the family rules are. Then students will compare the individual version of family rules, noting commonalties and differences.

Time Required: 2 class periods

Career Development Activity

Subject Area: **Mathematics (6)**
Title: **Graphing a Career Interest**

Career Development
Competency – 3 Knowledge of the importance of growth and change
Indicator – 5 Describe physiological and psychological factors as they relate to career development.

From the Standard Course of Study
Mathematics (6) 4.01 Create and evaluate graphic representations of data.

Learner Outcome:
Students will create graphic representations of classroom data regarding career interests.

Resources/Materials:
Holland Code – handout or transparency
Holland theory posters (teacher made)
Graphing materials

Activity

1. Students will participate in lessons regarding different types of graphs and how they represent data in a visual manner.
2. Tell students they will be participating in a data analysis using their personal career interests. They are to imagine walking into a room in which six groups of people below are already talking and interacting. Read the description of each group and have student list the group they would be drawn to first, then their second choice, and finally their third choice. Share the results to get the data for the whole class. (For a more kinesthetic lesson, make posters with the descriptions printed on them. Have students stand near the group that is their first choice, jot down the number of students who also chose that group. Repeat with second choice and third choice. Return to their seats and create a variety of graphs to represent the distribution of classmates among the different Holland groups.
3. Discuss the purpose of the Holland theory with students. Dr. John Holland's theory is that people and work environments can be loosely classified into six different groups. Different peoples' personalities may find different environments more to their liking. While you may have some interests in and similarities to several of the six groups, you may be attracted primarily to two or three of the areas. These two or three letters are your Holland code. For example, with a code of RES you would most resemble the Realistic type, somewhat less resemble the Enterprising type, and resemble the Social type even less. The types that are not in your code are the types you resemble least of all. Most people, and most jobs, are some combinations of two or three of the Holland interest areas.

Extension

Use a career assessment instrument, such as "The Career Key", to help you match your abilities, skills, interests, and aspirations to an occupation where the job's demands and potential will satisfy your needs. To access the on-line Career Key, go to http://www.ncsu.edu/careerkey/.

Closure
Discuss what kinds of careers might fit each of the six Holland personality types.

Home/Family Involvement
Share with your family the six Holland personality types. Have a family discussion on what code each family member might have.

Time Required: 1 – 2 class periods

HOLLAND CODE

Realistic	People who have athletic or mechanical ability, prefer to work with objects, machines, tools, plants or animals, or to be outdoors.
Investigative	People who like to observe, learn, navigate, analyze, evaluate or solve problems.
Artistic	People who have artistic, innovating or intuitional abilities and like to work in unstructured situations using their imagination and creativity.
Social	People who like to work with people to enlighten, inform, help, train, or cure them, or are skilled with words.
Enterprising	People who like to work with people, influencing, persuading, performing, leading or managing for organizational goals or economic gain.
Conventional	People who like to work with data, have clerical or numerical ability, carry out tasks in detail or follow through on others' instructions.

Career Development Activity

Subject Area: **Mathematics (6)**
Title: **Graphing Time**

Career Development
Competency 12 - Understanding the process of career planning.
Indicator – 5 Identify strategies for managing personal resources (e.g., talents, time, money) to achieve tentative career goals.
From the Standard Course of Study
Mathematics (6) 3.05 Use graphs and tables to represent ordered pairs; describe the relationship; recognize both linear and nonlinear relationships.

Learner Outcome:
Students evaluate the time they allocate to study, work, and leisure.
Students discuss and consider changes in habits.

Resources/Materials:
Copies of the "Charting My Time" handout

Activity
1. Distribute copies of "Charting My Time" and have students complete it.
2. Have l students tally the results.
3. Students will chart the results in different forms (bar graph, pie graph)

Extension
Review evaluations with individual students for additional feedback.

Closure
Students will identify what needs to be improved and write achievement goals for that improvement.

Home/Family Involvement
Students should discuss with family members their time management strategies and seek suggestions for improvements

Time Required: 1 – 2 days for recording data
1 –2 class period to graph data

HOW I USE MY TIME...

Time Journal for _____ Date _____

Record the major activity of each time block.

6:00 am		6:30 am	
7:00 am		7:30 am	
8:00 am		8:30 am	
9:00 am		9:30 am	
10:00 am		10:30 am	
11:00 am		11:30 am	
12:00 pm noon		12:30 pm	
1:00 pm		1:30 pm	
2:00 pm		2:30 pm	
3:00 pm		3:30 pm	
4:00 pm		4:30 pm	
5:00 pm		5:30 pm	
6:00 pm		6:30 pm	
7:00 pm		7:30 pm	
8:00 pm		8:30 pm	
9:00 pm		9:30 pm	
10:00 pm		10:30 pm	
11:00 pm		11:30 pm	
12:00 am midnight		12:30 am	
1:00 am		1:30 am	
2:00 am		2:30 am	
3:00 am		3:30 am	
4:00 am		4:30 am	
5:00 am		5:30 am	

Career Development Activity

Subject Area: **Science (6)**
Title: **Grow Where You Are Planted**

Career Development
Competency – 10 Knowledge of the interrelationship of life roles
Indicator – 3 Identify personal goals that may be satisfied through a combination of work, community, social, and family roles.

From the Standard Course of Study
Science (6) – 2.03 Describe ways in which organisms interact with each other and with non-living parts of the environment: limiting factors, coexistence/cooperation/competition, and symbiosis.

Learner Outcome:
The learner will relate satisfying personal goals with ways in which organisms interact with each other.

Resources/Materials:
Construction paper

Activity
1. Students will participate in a discussion of the ways in which organisms interact with each other and with non-living parts of the environment. Students should be able to define: limiting factors, coexistence, cooperation, competition, and symbiosis.
2. Students will list a series of personal goals they have for their own lives in the areas of work, community, social, and family.
3. Students will create a chart or a graphic organizer to show how achieving their personal goals will involve the same ways that other organisms interact with each other and with non-living parts of the environment. For example: Goal: Making the school team
   Competition: Performing the best so you will be chosen
   Cooperation: Being a team member, doing what the coach says
   Coexist: Being in gym at the same time as other sports teams (volleyball for example)

Extension
Draw a plant. Label the parts of the plant to show how achieving a personal goal is similar to how organisms interact with each other. For example: the flower could be the goal; the leaves can show steps to take to achieve the goal; the roots could show the values, talents, skills or attitudes it takes to achieve the goal.

Closure
Share results of the chart with class members

Home/Family Involvement
Talk with family to identify a family goal. Discuss the various ways all members of the family can contribute to achieving the goal and what kinds of family behaviors may or may not hinder the achievement of this goal.

Time Required: 1 class period

Career Development Activity

Subject Area: **Arts Education -Theater Arts**
Title: **Guess My Job**

Career Development:
Competency – 1. Knowledge of the importance of a positive self-concept to career development.
Indicator - 02 Describe individual skills required to fulfill different life roles.

From the Standard Course of Study
Arts Education – Theater Arts 2.3 Synthesize research, observation, given circumstances, and acting skills to create characters in formal and/or informal presentations

Learner Outcome:
The student will demonstrate skills needed in some jobs.
The student will predict skills needed in some jobs.

Resources/Materials:
- Job reference materials: *Career Choices Tabloid* - check with guidance counselor for copies (on-line: www.soicc.state.nc.us/soicc/. *Occupational Outlook Handbook* (on line: www.bls.gov/ocohome.htm). Career zone web site with videos of jobs (www.explore.cornell.edu/)
- Index cards with job titles written on them

Activity
1. Students will choose a job card from the stack. Students will read the job descriptions in the reference materials or view a video of persons performing their jobs to obtain accurate information on what those person(s) do in their job (see the careerzone site)
2. Students will use creative dramatics to act out different job roles as they work in teams to guess the job demonstrated.
3. Students will list the skills demonstrated in each job

Extension
Students will consider a skill they have and list possible jobs utilizing that skill. For example: Skill of drawing, Possible jobs: artist, designer, graphic illustrator,

Closure
Students will discuss what skills seem to be required by most jobs.

Home/Family Involvement
Students will create a family skill map showing skill(s) each family member does well. Maps may be displayed in the classroom.
Time Required: 2 class periods

Career Development Activity

Subject Area: **Mathematics (6)**
Title: **Interest Inventory**

Career Development
Competency – 5 Understand the relationship between work and learning.
Indicator – 5.3 Describe the relationship of personal attitudes, beliefs, abilities and skills to occupations.
From the Standard Course of Study
Mathematics (6) 4.09 Analyze problem situations, use an organized approach, and select appropriate strategies and technology to solve problems involving probability and statistics.

Learner Outcome:
Students use data regarding career interests to solve a scenario problem.
Students will assess their career interests.

Resources/Materials:
Sixth Grade Interest Inventory or
People, Data, Things, and Ideas Inventory in "Career Choices" Users' Guide

Activity
1. Students will complete the Sixth Grade Interest Inventory. [Note: This is a forced choice inventory. Students must choose one of the selections.]
2. Students will compile the classes' information to solve the following scenario:

You are designing the course offerings at a new charter middle school. The middle school's focus is on career exploration and preparation. Your job is to determine what are the most common interests of the student body in order to have classes that will students want to take. Your class will provide the sampling information.

Extension
Interpret the career interest inventory results with the students.

Closure
Have students identify and list on the chalkboard possible career choices that fit the results from this inventory.

Home/Family Involvement
Students will discuss with family members their personal response to the interest inventory and discuss possible career choice.

Time Required: 2 class periods

SIXTH GRADE INTEREST INVENTORY

Here are some questions about choices. What you like to do well and what you like to do in your spare time will help tell you what career path is best suited for you.

If it is a free afternoon with no assignment, then decide which you would rather do. Mark one choice in each pair by circling the letter.

A -Using block, build a tall tower. B - Teach a friend how to play a game.	B - Help a friend with a special project. D - Collect rainwater and use a chemistry set to test the water for acidity.
C - Write a script for a play to produce with your class. D - Plant flower seeds in the yard.	C - Read an entertaining book B - Make your neighborhood look better by picking up trash.
B - Take food to an elderly neighbor. F – Count your money and plan what you will buy.	C - Write a narrative story. F – Be a mediator for two friends who are arguing.
B - Read a book to a pre-schooler. A – Measure the shadow of a building and calculate the height of the building.	E – Interview your family in order to gather information on family health history. D – Visit the zoo.
C – Doodle the paper with pencils. E – Design a chart to keep up with an exercising schedule.	C – Design a billboard that would convince your friends to eat fruits and vegetables. A – Design a storage closet for your stuff.
F – Brainstorm ideas to earn money working in the neighborhood. A – Design a paper airplane that will fly a really long way.	F – Calculate the cost per ounce of your favorite snack. A – Build a miniature bridge and test its strength.
D – Put a sweet potato in water in order to watch it grow. E – Research healthy snacks versus unhealthy snacks.	E – Compare and contrast the height and weight of the people who live with you F – Make a list of the addresses and phone numbers of your friends..
C – Write a song persuading friends no to smoke. D – Find seeds from foods or plants and organize them by size and shape.	A - Make a locker organizer that will keep your stuff organized. E – Listen to music that puts you in a good mood.
B – Teach a friend how to play a game. D – Keep a list of all the different animals in your neighborhood.	E – Write a well-balanced menu for your family. F – Write the daily schedule for every member of your family.

Now count up your choices. Fill in how many of each letter you chose.

A.	B.	C.	D.	E.	F.

SIXTH GRADE INTERST INVENTORY
WHAT THE CHART MEANS

Industrial and Engineering Technology
Boilermaker, Bricklayer, Butcher, Carpenter, Electrician, Plasterer, Plumber, Roofer, Welder, Engineer, Architect

Public Service Technology
Barber, Counselor, Firefighter, Gardener, Lawyer, Librarian, Police Officer, Teacher, Psychologist

Communication and Artistic Production Technologies
Actor/Actress, Camera Operator, Dancer, Designer, Photographer, TV Announcer, Reporter

Agriculture and Natural Resources Technologies
Animal Breeder, Farmer (Crop, Dairy, Livestock, Poultry), Forester, Horticulturist, Soil Conservationist

Health Sciences
Dentist, Dietitian, Nurse, Physical Therapist, Veterinarian, Physician, Emergency Medical Technician

Business Technologies
Accountant, bank teller, bookkeeper, computer programmer, insurance salesperson, legal assistant, real estate agent, travel agent

Now look at the numbers you filled in:

- If you have any 4's, 5's, or 6's – then that means you may like to have a career in that field.
- If you have several 2's, 3's, or 4's - then you have an interest in a wide variety of fields.
- If you have 0's or 1's - then that means that you are not very interested in that field.

Remember that peoples' interests change many times. The more knowledge you gain and the more experience you have will help you to make a wise career choice.

The best way to have a happy and successful career is to know your strengths and to make career choices that suit your abilities.

Career Development Activity

Subject Area: **English Language Arts (6)**
Title: **Journal Inward**

Career Development
Competency – 1 Knowledge of the importance of a positive self-concept to career development.
Indicator – 3 Describe how one's behavior influences the feelings and actions of others

From the Standard Course of Study
English Language Arts (6) 1.4 Reflect on learning experiences by: describing personal learning growth and changes in perspective; identifying changes in self throughout the learning process; and interpreting how personal circumstances and background shape interaction with text.

Learner Outcome:
The student will reflect on his/her feelings.
The student will examine his/her feelings and create a written work that reflects on one of those feelings.
The student will examine how his feelings may or may not have impacted others.

Resources/Materials:
Journal materials
Optional: illustrating materials

Activity
1. Students will keep a daily journal for two weeks. They are to use the teacher's format to record their feelings, actions and resultant thoughts.
2. Students will look back over the week's records and create a cause and effect chart on one feeling they've had and its resultant actions and thoughts.
3. Students will write a paragraph from a hindsight perspective on this feeling, its reaction, the consequences, and the thoughts and resultant feelings.

Extension
Students may choose to use other expressive vehicles in addition to the written language paragraph, such as scripting, acting, miming, drawing, or dancing to share their experiences.

Closure
Students will write how their perspective changed on their feelings from the time they were feeling it to later when they reflected on it.

Home/Family Involvement
Families can create a small weekly calendar to describe for 1 week with "feeling faces" appropriate to their feelings to that day.

Time Required:
Journaling: writing time allotment of about 10 minutes each day for two weeks.
Written assignment: 1 class period

Career Development Activity

Subject Area: **Healthful Living (6)**
Title: **Less Stress**

Career Development
Competency – 3 Knowledge of the importance of growth and change.
Indicator – 3 Demonstrate ways of responding to others when under stress.

From the Standard Course of Study
Healthful Living (6) 2.6 Demonstrating stress management through breathing patterns, muscular relaxation, directing thoughts.

Learner Outcome:
The learner will identify sources of stress.
The learner will examine ways to deal with stress.
The learner will show positive ways to manage their stress.

Resources/Materials:
Teacher made or textbook stress identifier assessment
Materials needed for relaxation techniques demonstrated

Activity
1. Students will take a stress identifier assessment.
2. Students will list stresses they can control
3. Students will list sources of stress.
4. Students will participate in a demonstration of some stress reducing techniques such as breathing patterns, muscular relaxation, and direction of thoughts.

Extension
Students will identify several careers that are often accompanied by excessive stress. Students list some possible causes of that excessive stress. Students will examine how stress is increased if the career does not match your skills, talents, aptitudes, etc.

Closure
Class discusses the long-term results of excessive stress.

Home/Family Involvement
Family discusses factors that increase stress within a family and what possible long term effects such stress could have on the family as a group.

Time Required: 1 class period

Career Development Activity

Subject Area: **Mathematics (6)**
Title: **My Favorite Subject**

Career Development
Competency 4 – Knowledge of the benefits of educational achievement to career opportunities.
Indicator 2 - Identify how the skills taught in school subjects are used in various occupations.

From the Standard Course of Study
Mathematics (6) 3.05 Use graphs and tables to represent ordered pairs; describe the relationship; recognize both linear and nonlinear relationships.

Learner Outcome:
The student will recognize how various school subjects relate to occupations.
The student will understand how careers are clustered based on common characteristics.

Resources/Materials:
Computer/Internet
High School Program Planning Guide
Occupational Outlook Handbook

Activity
1. Have students go online to access the Bureau of Labor Statistics site (www.bls.gov). Students should go to career exploration and then check out the different school subjects listed.
2. Students should create a table of careers that show which careers relate to school subjects by subject.

Career	Math	English	Science	Social Studies	Health	The Arts

Extension
Students will examine different grouping of careers. (15 career clusters, NC Career Pathways, Worker Traits Group, etc. for commonalties among careers in that group. Students will state which group interests them the most and why.

Closure
The Occupational Outlook Handbook assigns a number to each career. Discuss reasons why they do this and how this number is used.

Home/Family Involvement
Discuss with family members what your favorite subject is and why it is your favorite. Is it the teacher? Is it the subject matter taught? Discuss possible career options related to this favorite subject.

Time Required: 1 class period

Career Development Activity

Subject Area: **Language Arts (6)**
Title: **News of the Future**

Career Development
Competency – 12 Awareness of the career planning process
Indicator – 5 Identify strategies for managing personal resources (e.g., talents, time, money) to achieve tentative career goals

From the Standard Course of Study
English Language Arts (6) 2.2 – The learner will analyze, synthesize, and organize information and discover related ideas, concepts, or generalizations.

Learner Outcome:
Students will design a possible vision of their future actions.
Students will predict actions and consequences.
Students will communicate ideas effectively to other people.

Resources/Materials:
Computer and printer access
Clipart; assorted photo equipment
Career references
Optional: samples of completed newsletters

Activity
1. Students will create a newsletter based on life at a future time (10 years hence) to send to the students' clients, business contacts, family, or friends that will describe what is happening to the student with regard to his or her education, work, relationships, and physical environment. Students will reminisce about the jobs or education held in the past that led up to this current job.
2. Students may use a pre-set newsletter format, as found in several word processing programs.
3. Students may add graphics, photographs, headlines, etc. as desired.
4. Students will proofread each other's newsletter.
5. Newsletters will be corrected and prepared as for copying/delivery.

Extension
Students will create a newsletter focused on personal growth for the readers, i.e.: self-understanding, relationship building, increasing good health, setting and achieving goals.

Closure
Students will participate in a class discussion focused on uses for newsletters and benefits of using newsletters.

Home/Family Involvement
Students will create a newsletter for family and/or friends with family assistance.

Time Required: 2 class periods

Career Development Activity

Subject Area: **Mathematics (6)**
Title: **Patterns in Careers**

Career Development
Competency – 9 Understanding of how to make decisions and choose alternatives related to tentative educational and career goals.
Indicator – 2 Describe how career development is a continuous progress with series of choices.

From the Standard Course of Study
Mathematics (6) 3.06 Identify and use patterning as a strategy to solve problems.

Learner Outcome:
Students will gather information relative to the problem.
Students will evaluate data from several perspectives.
Students will judge effects of different solutions.

Resources/Materials:
Career Explorer – Building Skills – How to use math to solve problems.

Source: http://nc.cx.bridges.com

Activity
1. Students will create a timeline of their personal development. This timeline should include activities and events where the student felt particularly successful, (won a swimming medal, won a spelling bee, learned a new and difficult skill, etc.).
2. Students will collect and evaluate data related to their timeline seeking patterns for their successes, (always a good speller, attended all practices, always gives your best, did well on tests after studying, etc.).
3. Using the data available, students will identify his or her personal development in 3 areas of his or her choice, (Holland theory – see Graphing a Career Interest) should that student chooses to pursue that choice/area as a lifelong career.
4. Students will choose one career from one of the three Holland codes that looks, to them, to be the best match for them.

Extension
Go to Career Zone on-line to do more work with the Holland theory.

Closure
Students will discuss how career development is a continuous progress with lots of choices.

Home/Family Involvement
Discuss with family your area of choice. Ask older family members how many career choices they have made in their lifetime.

Time Required:1 – 2 class periods

Career Development Activity

Subject Area: **Healthful Living (6)**
Title: **Pyramid of Snacks**

Career Development
Competency – 2 Skills to Interact with others.
Indicator – 6 Demonstrate effective social skills.

From the Standard Course of Study
Healthful Living (6) 5.1 Identifying the food groups and recommended servings from the food guide pyramid

Learner Outcome:
Students will analyze their diet for the recommended number of servings from the food guide pyramid.
Students will examine how snacks can fit into a healthy eating plan.
Students will practice table manners.

Resources/Materials:
Copies of the food guide pyramid
Serving pieces to set up a Snack Buffet
Snack food prepared by students to share with classmates

Activity
1. Students will analyze their diet using the recommendations of the food guide pyramid.
2. Students will compile a list of healthy snack foods and discuss how snacks can fit into a healthy eating plan.
3. Students will prepare at home a healthy snack to be shared with the class. Students should be prepared to share what the snack is, what food group or groups are represented, and why it is considered healthy.
4. Students should exhibit good table manners as they eat the snacks shared.

Extension
Students may compile a brochure on recipes of healthy snacks to be distributed to other classes.

Closure
Students will discuss how good manners can help them on the job.

Home/Family Involvement
Students may wish to make some of the snack foods for their families.

Time Required: 2 class periods

Career Development Activity

Subject Area: **Arts Education – Theater (6)**
Title: **Rehearsal for Crisis Management**

Career Development
Competency – 10 Awareness of the interrelationship of life roles and careers.
Indicator – 6 Describe the interrelationships between family, occupational and leisure decisions.

From the Standard Course of Study
Arts Education -Theater (6) 1.3 Practice play writing.

Learner Outcome:
Students will research and understand types of crisis and the management of crises.
Students will choose one type of crisis and plan how the crisis develops and ends.
Students will create a one-act script of the crisis and it's management.

Resources/Materials:
Sample scripts to review
Research materials/ access

Activity
1. Students will research and understand types of crisis and the management of those crisis, i.e.: a fire in a house, being in a crowd of students doing something illegal, a car breakdown on a trip.
2. Students will choose one type of crisis and plan how to the crisis develops and ends.
3. Students will create a one-act script of the crisis and it's management.

Extension
Students may act out their crisis script for the class and initiate discussion of alternative actions.

Closure
Students will discuss how scripts can be used in the workplace to prepare and teach employees coping techniques.

Home/Family Involvement
Students will teach their family, through implementation of their script, how to manage a particular crisis.

Time Required: 2 – 3 class periods

Career Development Activity

Subject Area: **Healthful Living (6)**
Title: **The Relationship of Health to Work**

Career Development	
Competency – 3	Knowledge of the importance of growth and change.
Indicator – 6	Describe the importance of career, family, and leisure activities to mental, emotional, physical and economic well being.

From the Standard Course of Study
Healthful Living (6) 1.3 Appraising own health behaviors.

Learner Outcome:
The student will identify own health behaviors.
The student will analyze methods to achieve and/or maintain good health.

Resources/Materials:
Health Behaviors Assessment (teacher made)

Activity
1. Students will discuss what is good health.
2. Students will assess their own health behaviors using a teacher-made checklist.
3. Students will list methods to achieve and/or maintain good health.
4. Students will analyze methods to achieve and/or maintain good health.

Extension
Students will list some long-term results of maintaining good health.

Closure
Students will discuss how good health relates to careers both personally and professionally. Students will identify several careers that are associated with good health. Students may also identify careers that can adversely affect their personal health and why.

Home/Family Involvement
Family discusses family activities that support a healthy life style.

Time Required:1 class period

Career Development Activity

Subject Area: **Social Studies (6)**
Title: **Rosie the Riveter Goes to Europe and Russia**

Career Development
Competency – 11 Awareness of different occupations and changing male/female roles.
Indicator – 3 Describe stereotypes, biases, and discriminatory behaviors that may limit opportunities for women and men in certain occupations.

From the Standard Course of Study
Social Studies (6) 12.2 Associate an event or phenomenon in the history of societies in Europe and the former Soviet Republic with current situations or practices.

Learner Outcome:
Students will identify changes in the economies of Europe and Russia immediately after World War II.
Students will examine occupations for discrimination stereotypes.
Students will summarize occupational changes that came about as a result of World War II.

Resources/Materials:
World War II reference materials
Optional: An interview from a survivor/immigrant.

Activity
1. Students will study changes in the economies of Europe and Russia immediately after World War II.
2. Students will develop a list of at least ten jobs available at that time. Using the list, students will research difficulties that people might have faced in their attempt to acquire one of these jobs. (Remember that many of the men were dead or injured and families were split into different places. Consider also the gender based stereotypes placed upon jobs prior to the war.)
3. Students will create a written summary of the changes in occupations as a result of World War II. (Note: Women gained respect from men by the capable work they did in the absence of the men. How did this respect eventually effect equality of women in occupation?)

Extension
Students will research and evaluate occupational changes that came about in the United States as a result of World War II.

Closure
Class discussion will focus on social changes influenced by world actions.

Home/Family Involvement
Students will discuss changes that older family members have seen in the kinds of jobs people are allowed to do.

Time Required: 2 – 3 class periods.

Career Development Activity

Subject Area: **Mathematics (6)**
Title: **Rules to Live By**

Career Development
Competency - 2 Skills to interact with others
Indicator – 5 Demonstrate effective group membership skills

From the Standard Course of Study
Mathematics 6 – 2.13 Analyze problem situations, select appropriate strategies, and use an organized approach to solve non-routine and increasingly complex problems involving geometry and measurement. Use technology as appropriate.

Learner Outcome:
Students will demonstrate effective group membership skills.
Students will demonstrate an understanding and use of the properties and relationships in geometry, and standard units of metric and customary measurements.

Resources/Materials:
Math textbook
Materials for developing a game (poster boards, index cards, markers, etc.)

Activity
1. In small groups, students will develop rules for a game that uses geometry and standards units of measurements.
2. Students will create a game complete with rules, game pieces, cards, or whatever else the group deems necessary.

Extension
Groups of students will exchange the games and play each other's game.

Closure
Students will discuss the importance for clarity of game rules. Students will create a rubric for evaluating themselves as effective group members. Students will then evaluate their own group performance.

Home/Family Involvement
Students will examine his/her own effectiveness as a family member. What rules and roles do their family have? How do families help children develop skills to interact with others?

Time Required: 3 – 4 class periods

Career Development Activity

Subject Area: **Arts Education – Visual Arts (6)**
Title: **Styles and Artists**

Career Development
Competency – 3 Awareness of the importance of emotional and physical development on career decision-making.
Indicator - .04 Describe changes that occur in the physical, psychological, social and emotional development of an individual

From the Standard Course of Study
Arts Education – Visual Arts 4.2 Interpret the environment through art.

Learner Outcome:
Students will evaluate a chosen artist's' significant life events.
Students will hypothesize relationships between life events and style developments.

Resources/Materials:
Artist profile materials or other appropriate research materials
Fine art prints
Sample Timeline

Activity
1. Each student will select a different artist and do an in-depth study of his or her development.
2. Each student will create a life timeline of the artist with factors significant in style changes.

Extension
A student may choose to teach the class about the artist he or she chose. Two samples (at least) should be shown and explained in relation to life events.

Closure
Students will discuss as a class; events in their own lives that have fostered changed behaviors or attitudes.

Home/Family Involvement

Students and their family will discuss some creative thing done by someone in the family and will discuss what triggered that event.

Time Required: 2 class periods.

Career Development Activity

Subject Area: **English Language Arts (6)**
Title: **Testing the Text**

Career Development Competency – 4	Awareness of the importance of educational achievement to career opportunities
Indicator – 2	Identify how the skills taught in school subjects are used in various occupations.

From the Standard Course of Study
English Language Arts (6) 4.2 The learner will respond to the personal, social, cultural and historical significance of selections or personal experiences.

Learner Outcome:
The student will evaluate a textbook.
The student will develop a list of improvements.

Resources/Materials:
Examination copies of technology textbooks.
Evaluation form for evaluation - teacher made or copies of one used by evaluation committees.

Activity
1. Working in pairs, students will evaluate a technology book using the evaluation form provided by the teacher.
2. Students will individually write a narrative addressing the text evaluation they just completed.

Extension
Students will evaluate their math text for applications of math being used in real life situations.

Closure
Discuss ways text could be improved to show relationship to careers.

Home/Family Involvement
Conduct a family discussion on adults' memories of their school texts: Did the math they were learning have application in their occupations? If not, what do the adults wish they had learned?

Time Required: 1 – 2 class periods

Career Development Activity

Subject Area: **English Language Arts (6)**
Title: **The Critical Eye**

Career Development
Competency – 2 Skills to interact with others
Indicator – 4 Demonstrate skills in responding to criticism

From the Standard Course of Study
English Language Arts (6) 3.3 The learner will develop criteria and evaluate the quality, relevance, and importance of the information and ideas.

Learner Outcome:
Students will evaluate a piece of writing of a peer and make a critical analysis.
Students will practice skills in handling criticism, both in giving and in taking.

Resources/Materials:
Student work
Information on handling criticism

Activity
1. Introduce the concept of criticism. Cover both valid and unjustified.
   - Valid can also be considered constructive. The person doing the criticizing is motivated by a desire to help and provides solid suggestions for change.
   - Unjustified criticism is often delivered by someone when you don't live up to their expectations. The critic might try to appear smarter, better, etc. than you, or criticize what you are doing to get you to do something else.
2. Discuss ways in the workforce that people are involved in handling criticism: both giving and taking. (i.e. job performance evaluation, learning new tasks, feedback circles, etc.)
3. Brainstorm ways to give constructive criticism.
4. List techniques for responding to criticism in a productive manner.
5. Assign students a partner to critique their written work. Have each student read the other's work and be prepared to give valid criticism. It is equally important that the receiver of the criticism respond appropriately with an eye to improvement.

Extension
Make a chart showing the ways you gave constructive criticism and how your partner responded.

Closure
Students will participate in a discussion of the importance of handling criticism both in school and at work.

Home/Family Involvement
Practice at home. Have students ask their family members to give them feedback on their performance as a sibling or son/daughter. Keep the meanness out and it could make for closer relationships.

Time Required: 1 class period

Career Development Activity

Subject Area: **Arts Education – Dance (6)**
Title: **The Dance of Careers**

Career Development
Competency – 11 Awareness of different occupations and changing male/female roles.
Indicator – 2 Describe advantages of taking courses related to personal interest, even if members of the opposite gender usually take them.

From the Standard Course of Study
Arts Education – Dance (6) 7.1 Understand dance as a way of exploring other content areas.

Learner Outcome:
The student will create a definition of "dance".
The student will identify elements of different occupations that are similar to dance.
The student will identify the benefits of dance movement.

Resources/Materials:
Different types of background music, rhythms or sound
Examples of different types of dance-like movement

Activity
1. Students will study dance to create a definition of "dance." (Suggestions: movement-conveying communications, such as feelings, morals, and themes without words. This movement is often accompanied by music or rhythms and usually follows some pattern or patterns.
2. Students will utilize the definition of dance to identify elements of different occupations that are similar to dance. (Such as: police directing traffic, athletes involved in a play, waitresses juggling plates and trays of food, etc.)
3. Students will identify the benefits of dance movement and project the effect of dance-type movement in an occupation of their interest.

Extension
Students will create a movement of their choosing to communicate a specific career idea.

Closure
In class, students will discuss benefits of dance movement.

Home/Family Involvement
Students will discuss with their family ways in which they have experienced dance and dance-like movement in their lives.

Time Required: 1 – 2 class periods

Career Development Activity

Subject Area: **Social Studies**
Title: **They Moved…**

Career Development
Competency – 3 Awareness of the importance of emotional and physical development on career decision-making.
Indicator - 2 *Identify internal and external sources of stress.*

From the Standard Course of Study
Social Studies 6.3 Judge how changes in the movement of people, goods and ideas have affected ways of living in the Europe and the former Soviet Republics.

Learner Outcome:
Students will describe an event or time frame in which specific groups of people moved from one land to another.
Students will give examples demonstrating the results of intersections of politics, occupations and population movement.

Resources/Materials:
- World History Time Line
- Biographies and Autobiographies indicating the motivation behind movements.
- References on specific groups of people who have migrated.

Activity
Rationale: Religions in Europe had different beliefs and practices requiring adaptation as different political forces entered their lives. These factors often caused the people to move, change jobs, become stressed, and live with physical hardship
1. Students will conduct research to discover the motivation for population change and rank the reasons according to needs of most importance as expressed by the people making the changes.
2. Students will create and perform a one-act skit based on their new knowledge. The skit should include the factors that caused the move as well as the changes in the lives of these people.

Extension
Students will create a map of their local community (or state), illustrating changes in population that have occurred over their lifetime. Students will hypothesize reasons for one community change.

Closure
Students will create a map delineating population movement of one group of interest. The map will be labeled with causes and effects of each move.

Home/Family Involvement
Students will initiate conversations with family members to discover changes in their lives and how those changes affected them.

Time Required: 2 – 3 class periods

Career Development Activity

Subject Area: **English Language Arts (6)**
Title: **Want Ads for Jobs Wanted**

Career Development
Competency – 6 Skills to locate, understand and use career information

Indicator – 3 Demonstrate skills in using school and community resources to learn about occupational groups.

From the Standard Course of Study
English Language Arts (6) 3.2 The learner will determine the value of information and ideas.

Learner Outcome:
Students will develop skills to locate and understand career information.
Students will use career information to prepare a career advertisement

Resources/Materials:
Career resource materials

Activity
1. Introduce students to a variety of career resource materials. Check with media center and guidance counselors as well as career and technical teachers in your school for career resource materials.
2. Explain the purpose and point of view of an advertisement to the class.
3. Have students create an advertisement that "sells" that career. You may wish for student to draw from a list of careers so that salary is not the only issue. Be sure students promote what skills, talents, abilities, and educational requirements are necessary to be successful at this job.

Extension
Students may wish to conduct a personal interview with someone who is employed in that field.

Closure
Share the advertisements with the class. Assess the scope, comprehensiveness, and significance to the information and ideas.

Home/Family Involvement
Share the career advertisement with family members. Come up with slogans to advertise jobs within the family structure.

Time Required: 1 – 2 class periods

Career Development Activity

Subject Area: **English Language Arts (6)**
Title: **What Is the Important Job?**

Career Development
Competency – 12 Understanding the process of career planning.
Indicator – 1 Demonstrate knowledge of exploratory processes and programs.

From the Standard Course of Study
Language Arts (6) 1.3 The learner will apply response strategies to comprehend or convey experiences and information.

Learner Outcome:
Students will evaluate information to form an opinion.
Students will create an opinion based upon their personal values, laced with supporting evidence.
Students will understand support-based argument.

Resources/Materials:
Rules of debate
Access to information on careers

Activity
1. Students will gather information on career exploratory processes.
2. Students will present a debate to other students in class. Students will choose a stance from which to debate "the most important job".
3. Students will prepare definitions of skills, values, aptitudes, knowledge, etc. and career exploratory programs upon which everyone in the debate is willing to agree.

Extension
Students will follow-through with classroom debates, where most class members will be either evaluating the debating groups for appropriate interaction or observing the debate to vote for the debate winner.

Closure
Students will discuss ways in which debate can be utilized in daily living situations.

Home/Family Involvement
Student and family will discuss rules of debate and how utilizing those rules could help a family.

Time Required: Based on teacher preference

Career Development Activity

Subject Area: **English Language Arts (6)**
Title: **"Workers" Share Books**

Career Development
Competency – 10 Knowledge of the interrelationship of life roles.
Indicator – 1 Identify how different work and family patterns require varying kinds and amounts of energy, participation, motivation and talent

From the Standard Course of Study
English Language Arts (6) 1.3 The learner will apply response strategies to comprehend or convey experiences and information.

Learner Outcome:
The learner will create a finished product based upon their reading interest by practicing a career-oriented skill.

Resources/Materials:
Novel
Ideas for Sharing Books list
Book share materials provided by the students themselves.

Activity
1. Students will select an age-appropriate novel and read it.
2. Students will choose the manner in which to share that also correspond with various duties associated with careers. "The Ideas for Sharing Books" is included for students to consider how to share the book with their peers.
3. Students will practice public speaking skills, effective communication skills, and display of their finished product.

Extension
Students will assess their own performance relative to the purpose of the assignment by creating their own rubric for grading.

Closure
Students will discuss how different work requires varying kinds and amounts of energy, participation, motivation and talent.

Home/Family Involvement
Students will share their finished product with their family and discuss what approach each of the other family members would have taken and why.

Time Required:
Several class periods
Source: School-to-Career BEST PRACTICES, Wake County Public School System

IDEAS FOR SHARING BOOKS

Choose one based upon your interest. (Possible career-choice?)

- Rewrite a scene for television and perform. (Script must be submitted) SCREENWRITER
- Create a diary for one of the characters. (Write at least one-week of entries. PSYCHOLOGIST
- Reduce the story to a mathematical or chemical formula. Include all of the vital elements. Provide a key for symbols. Express as many relationships as possible. MATHEMATICIAN OR SCIENTIST
- Create a "young reader" book. (Rewrite the story for a young child to read.) WRITER
- Redesign a book cover and write a blurb. GRAPHIC ARTIST
- As an interior decorator, how would you decorate a room not described in the novel in the home of one of the characters. Draw a picture or make a diagram. INTERIOR DESIGNER
- Make a collage using pictures and words from magazines. ARTIST
- Make a mobile representing your book. ARTIST SCUPTOR
- Make a comic strip for a scene. CARTOONIST
- Make a poster or design a magazine advertisement. ADVERTISER
- Make a "wanted" poster for a main character. WORK WITH CRIMINAL JUSTICE SYSTEM
- Make "thumbprint" illustrations about the book. (The figures come from thumbs pressed on a stamp pad.) Write captions for these illustrations. ILLUSTRATOR
- Write lyrics to a familiar or original tune concerning the theme of the book. MUSICIAN OR LYRACIST
- Draw a map showing the setting where major events occurred. CARTOGRAPHIER
- Make a book cube. DISPLAY DESIGNER
- Make a banner representing some aspect of the book. SEAMSTRESS
- Make a mini-quilt with each square representing scenes, characters, or events. TEXTILE DESIGNER.

Source: School-to-Career BEST PRACTICES, Wake County Public School System

ACTIVITIES
SEVENTH GRADE

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Career Development Activity

Subject Area: **English Language Arts (7)**
Title: **A Story Shared**

Career Development
Competency – 2 Skills to interact with others.
Indicator – 3 Demonstrate tolerance and flexibility in interpersonal and group situations.
From the Standard Course of Study
English Language Arts (7) 4.3 The learner will respond critically and creatively to selections or personal experiences.

Learner Outcome:
Students will be able to identify with situations and individuals outside of their normal realm of experiences.
Students will develop cooperative skills in working with others to create a story.

Resources/Materials:
Teacher written story starter

Activity
1. Students will be grouped in pairs or trios to co-author a story about kids in Africa, Asia, or Australia.
2. Students will read the teacher written story starter and then determine who will be the first co-author and the second co-author (or third).
3. Each student will take turns adding to the story until the page is completed. During this period of time there should be no communication or cues given on how the story should be written. The page is simply passed back and forth to each other until the teacher calls time.
4. Without making any changes at this time, students will then discuss their story for continuity, other ideas, etc. The original story must stay in tack.

Extension
Students will together create a suitable ending for their story. Stories could be shared with the class.

Closure
Students discuss how it was to write a story with a co-author. In what ways was it easy? In what ways was it difficult? How does this activity relate to working with co-workers and a boss?

Home/Family Involvement
Students could share with family the process of co-authoring a story.

Time Required: 1 class period

Career Development Activity

Subject Area: **Science (7)**
Title: **A Walk in the Clouds**

Career Development
Competency – 10 Knowledge of the interrelationship of life roles.
Indicator – 4 Identify personal leisure choices in relation to lifestyle and the attainment of future goals
From the Standard Course of Study
Science (7) 1.04 Evaluate human impact on the atmosphere.

Learner Outcome:
Students will describe how industry, households, and businesses affect the quality of the atmosphere.
Students will examine careers that have developed or changed due to the human impact on the atmosphere.

Resources/Materials:
Career resource materials

Activity
1. On a large piece of blue bulletin board paper with white chalk cloud outlines, students will list the impact industry; households and businesses affect the quality of the atmosphere.
2. Students will examine jobs that have as their mission to improve the quality of the atmosphere.
3. Students will project into the future our societal needs for good air quality and what jobs do they foresee being developed. How will our leisure be affected if we do not have good air quality?
4. Students will examine how our lifestyle demands have affected air quality.

Extension
Students will share in ways they can help improve the quality of the atmosphere.

Closure
Students will discuss possible products people will need if air quality does not improve if they wish to continue their leisure activities.

Home/Family Involvement
Discuss with family the ways households contribute to the quality of the atmosphere and develop a list of guidelines they will follow in their household.

Time Required: 1 class period

Career Development Activity

Subject Area: **Art Education – Visual**
Title: **Art in the World of Technology**

Career Development
Competency – 8 Awareness of how careers relate to needs and functions of society.
Indicator – 4 Describe the effects that societal, economic and technological changes have on occupations.
From the Standard Course of Study
Arts Education – Visual (7) 7.4 Recognize how current technology affects visual arts and other disciplines.

Learner Outcome:
Students will identify design found in different arenas.
Students will analyze the differences between computer aided art and hand drawn design.
Students will predict strengths and weaknesses associated with Computer-Aided Design and hand drawn design.

Resources/Materials:
Art work – pictures of samples – representing several different media.

Activity
1. Students will study design found in different arenas, i.e. architecture, sculpture, book illustration, clothing design, mechanics.
2. Students will compare hand drawn designs with Computer Aided Designs and discuss differences in flexibility, expression of materials, how the design might match the vision and ability of design to be translated into 3D form.

Extension
Students will take a field trip to a design studio to see the different materials used in today's world to create designs.

Closure
Class discussion will focus on the positives and negatives of using computers and other technology in art and design.

Home/Family Involvement
Students will discuss with their family the variety of uses that they use the computer for that they didn't use it for years ago.

Time Required: 1 – 2 class periods

Career Development Activity

Subject Area: **Mathematics (7)**
Title: **Be Your Own Boss**

Career Development
Competency – 12 Understand the process of career planning.
Indicator - 4 Describe skills needed in a variety of occupations, including self-employment.
From the Standard Course of Study
Mathematics (7) 1.08 Analyze and select appropriate operations, models, strategies and methods to solve a variety of multi-step problems using positive rational numbers, integers, and their inverses. Use calculators and computers where appropriate.

Learner Outcome:
Students will examine the option of self-employment.
Students develop a business plan for an entrepreneurial experience.

Resources/Materials:
Print reference on the types of self-employment.
Catalogs or sales brochures for pricing information.
Teenage Entrepreneurial Ideas

Activity
1. Have students examine the trend of self-employment. Discuss the types of self-employment: self-employed, consulting, contracting, job-sharing, and brokering.
2. One of the biggest differences is in the way a person gets paid. Explain benefits, commissions, taxes, and social security (especially as relates to the self-employed).
3. Have students select an entrepreneurial experience. They are to develop a business plan for providing a service or selling a product. The plan should include any supplies or equipment needed, the amount of time involved, and the cost of the service or product based on that information. Once all factors have been considered, students should estimate their net earnings for one week.

Extension
Have students interview a person who is self-employed. During the interview have that person discuss the benefits and drawbacks to self-employment. A guest speaker who is self-employed could be invited to speak to the whole class.

Closure
Have students list the people in their communities that are self-employed. Look at the variety of jobs. Discuss with students what measures success for the self-employed.

Home/Family Involvement
Students will share with family the concept of self-employment. With family members, visit a home office of a self-employed person to see what it looks like. Older family members could discuss why they chose to work for themselves or for an organization. What are the advantages and disadvantages of their choice?

Time Required: 1-2 class periods

Career Development Activity

Subject Area: **Science (7)**
Title: **Biology and Relationships**

Career Development
Competency – 1 Knowledge of the importance of a positive self-concept to career development.
Indicator – 3 Describe how one's behavior influences the feelings and actions of others.
From the Standard Course of Study
Science (7) 2.04 Relate disease to biological hazards.

Learner Outcome:
Students will describe the relationship that parasites have to their hosts.
Students will identify positive and negative effects resulting from the relationship.
Students will determine the nature of such relationships between 2 humans and between human and environment.
Students will describe the characteristics of a toxic relationship and a nurturing relationship.

Resources/Materials:
Science materials reflecting the nature of a parasitic relationship.

Activity
1. After instructional input on the relationship of parasites to host, students will identify positive and negative effects resulting from the relationship.
2. In small groups, students will create lists of similar relationships found between two humans and a human and its environment.
3. In a Think-Pair-and Share, student will define the characteristics of a toxic relationship and a nurturing relationship.

Extension
Students will write a paragraph describing a time when they have been part of a toxic relationship and what made it that way.

Closure
Class will discuss that all things are in a relationship to all other things and that a key to an enjoyable life lies in the ability to recognize a toxic relationship and get away from it and to seek positive nurturing relationships. **A reminder should be made that what feels like a nurturing relationship to one person may feel like a toxic relationship to another. What could cause that?

Home/Family Involvement
Student could discuss the idea of toxic and nurturing relationships with their family and listen to the feedback. Feedback may be brought back to school for discussion.

Time Required: 1 class period

Career Development Activity

Subject Area: **Arts Education – Music (7)**
Title: **Can Music Get Stressed –out Too?**

Career Development
Competency – 3 Awareness of the importance of emotional and physical development on career decision-making.
Indicator – 2 Identify internal and external sources of stress.
From the Standard Course of Study
Arts Education – Music (7) 6.3 Analyze the uses of elements of music in aural examples representing diverse genres and cultures.

Learner Outcome:
Students will explain how music portrays different feelings.
Students will choose a style of music to understand.
Students will evaluate the music's rhythms and harmonics.
Students will hypothesize relationships between rhythms and harmonics and feelings that a composer is expressing.

Resources/Materials:
Short bits of music examples from musicians that reflect feelings that different composers are expressing.

Activity
1. Each student will select a different style of music and do an in-depth study of its development.
2. Each student will create a visual report of the music with notes explaining the feeling the musician was portraying.

Extension
Students will research art created by Stanton Macdonald-Wright. Macdonald-Wright created synchromies. His theory was that color and sound were equivalent phenomena and that one could "orchestrate" the colors of a painting the way a composer arranged notes and chords in a musical composition.

Closure
Students will discuss as a class how their own feelings change the music to which they listen and/or how music has changed their moods.

Home/Family Involvement
Students and their family will discuss how feelings affect their response to music.

Time Required: 2 –3 class periods

Career Development Activity

Subject Area: **Mathematics (7)**
Title: **Career Math in Our Town**

Career Development
Competency – 6 Skills to locate, understand and use career information.
Indicator – 6 Identify sources of employment in the community.
From the Standard Course of Study
Mathematics (7) 1.06 Estimate and solve problems using ratio, proportion and percent including discounts, taxes, commissions, and simple interest.

Learner Outcome:
Students will examine ways mathematics is used in a variety of careers.
Students will identify sources of careers using math in their community.

Resources/Materials:
Examples of math problems used in various occupations.
When Are We Ever Gonna Have to Use This? By Hal Saunders
ISBN #1-57232-364-7 (available from Bender-Burkot East Coast 800-682-2638)
Career Resource Materials

Activity
1. Introduce students to the idea that math is used in every career in some form or another.
2. Students will select a career and examine the job duties.
3. Students will use a local telephone directory and locate job sites within their community for this career.
4. Students will create work problems that would relate to a career.
5. Students may develop this into a game format or perhaps be responsible for the problem of the week by providing a career word problem. Be sure to give the career information as well as the answer.

Extension
Student will write a letter to some of the companies where math is used on the job and explain their class project. Students may request that the company provide additional word problems (grade level appropriate). These companies may become part of your Business Alliance and help classrooms in a variety of ways.

Closure
Students will compile their math problems into a booklet titled, Career Math in Our Town complete with company locations and contributions.

Home/Family Involvement
Students will talk with family members to examine the various ways math can be used around the house. Family members may also share how math is used on their jobs.

Time Required: 1 class period to introduce (but could be on going)

Career Development Activity

Subject Area: **Science (7)**
Title: **Careers Related to Genetics**

Career Development Competency – 8	Understanding how work relates to the needs and functions of the economy and society.
Indicator – 2	Describe the relationships between work and economic and societal needs.

From the Standard Course of Study
Science (7) 3.05 Analyze the issues raised by selective breeding and biomedical research.

Learner Outcome:
Students will examine how genetics affects our lives.
Students will look at careers that are changed or created by new genetic research.

Resources/Materials:
Newspapers
Materials about birth defects from the March of Dimes
Career Resource Materials

Activity
Note: This topic is very serious and the teacher must handle it with much sensitivity.
1. After studying genetics, students will brainstorm a list of careers that are affected by genetic research.
2. Students will read materials from the March of Dimes on birth defects or go their website: http://www.modimes.org
   An alternate activity would be for students to look in the newspaper for current events regarding genetics, biotechnology, etc.
3. Students will select a career related to genetics and list the qualities a person should possess to be successful at that career.

Extension
For more information related to this field, see Life Science Professionals in Job Futures
http://www11.hrdc-drhc.gc.ca/jobfutures/noc/212.html

Closure
Students should list the different careers related to genetics. They should examine what skills are needed to perform these jobs.

Home/Family Involvement
Students may wish to discuss this with their parents and have an open discussion on how this relates to their beliefs.
Time Required: 1 class period

Career Development Activity

Subject Area: **Science (7)**
Title: **Cells, Inc.**

Career Development
Competency – 5 Understanding the relationship between work and learning.
Indicator - 2 Demonstrate an understanding of the importance of personal skills and attitudes to job success.
From the Standard Course of Study
Science (7) 2.01 Analyze structures, functions, and processes within plant and animal cells.

Learner Outcome:
Students will analyze structures of cells, bodies, companies, and jobs.
Students will identify consistencies between structural components.

Resources/Materials:
Outlines of company structure and job responsibility. Check online or business books.

Activity
1. After students have studied the structures of the human skin cell, Students will identify and list the different structures of the cell and identify their purposes in human growth.
2. Students will identify the different structures of the human body and identify the purpose/skill involved with that structure.
3. Students will identify the different structures of a company and identify the purpose of each of those parts.
4. Students will redraw the parts of the cell into a company organization chart with purpose/skill used in place of job responsibility.

Extension
Students will identify the different structures of any particular occupation and identify the purpose of those parts.

Closure
As a class, students will discuss the relationships of hierarchy to all things. What is to be gained by such a hierarchy? Is there any relation to rules that society lives by and the hierarchy we have just demonstrated?

Home/Family Involvement
Students will discuss the issue of hierarchy at home to determine family feelings about hierarchy and its relevance to daily life.
Time Required: 1 –2 class periods

Career Development Activity

Subject Area: **Mathematics (7)**
Title: **Classifying Occupations**

Career Development
Competency – 6 Skills to locate, understand and use career information.
Indicator – 1 Identify various ways that occupations can be classified.
From the Standard Course of Study
Mathematics (7) 3.05 Describe, extend, analyze and create a wide variety of patterns to investigate relationships and solve problems, use appropriate technology.

Learner Outcome:
Students will use career information.
Students will analyze career information to determine patterns in how they are classified.
Students will use the patterns they have discovered to investigate the relationship of these careers to each other.
Students will write a scenario or problem that uses career information.

Resources/Materials:
Career Choices tabloid
Teacher-generated list of careers

Activity
1. Students will examine the teacher-generated list of careers for obvious patterns.
2. Students will share their findings of how these patterns could be used to group careers.
3. Students will create as many pattern groupings as they can by further examining the less than obvious patterns, using the career information they have. They will create a poster showing these different classifications.
4. Assign different groups of students (or individuals) different ways to classify occupations, as they would be used in career materials. Have them create a job grouping from the teacher-generated list using the career materials different ways to classify.

Extension
Give students a second list of related careers and ask them to classify these jobs using one of the classification methods.

Closure
Teacher will share the many ways that careers are classified in different career resource materials: job duties, working conditions, clusters, worker-trait groups, etc.

Home/Family Involvement
Students may discuss how careers of family members can be classified.

Time Required: 1 class period

Career Development Activity

Subject Area: **Arts Education – Visual (7)**
Title: **Colors of My World**

Career Development
Competency – 1 Knowledge of the influence of a positive self-concept.
Indicator – 3 Describe how one's behavior influences the feelings and actions of others.
From the Standard Course of Study
Arts Education – Visual (7) 1.2 Develop strategies for imagining and implementing images.

Learner Outcome:
Students will examine their feelings.
Students will develop strategies for imagining their feelings.
Students will examine a variety or emotions and look for similarities with other people.

Resources/Materials:
Some examples from your own life and emotions
Color me burnt orange when I get into trouble for something someone else did.
Color me bright red when I find I have on two different shoes.

Activity
1. Discuss with students the emotional feelings that different colors evoke.
2. Share with students the examples from your own life and emotions.
3. By working independently have students write down examples of how the different colors represent emotions and situations they have experienced. (Burnt orange, gracious green, mellow yellow, moody blue, bright red, etc.) Encourage students to think of various tones or color variations they can respond to.
4. Students will complete an abstract picture of colors that represent how they are feeling.

Extension
Research the career of Art Therapist. Art Therapist help clients communicate through the creative process.

Closure
Have students voluntarily share their responses do so with the class. Don't force a student to share a response if they do not want to. Through the discussion indicate that all of us experience a variety to emotions. How we handle our emotions is very basic in our relationships with others and to ourselves.

Home/Family Involvement
Share with your family the Color My World activity. Ask them to share what colors would be used to share their different feelings.

Time Required: 1 class period.

Career Development Activity

Subject Area: **Mathematics (7)**
Title: **Demonstrating Math Applications**

Career Development
Competency – 4 Knowledge of the benefits of educational achievement to career opportunities
Indicator – 4 Describe a plan of action for increasing basic educational skills.
From the Standard Course of Study
Mathematics (7) 1.03 Model addition, subtraction, multiplication, and division of integers; record.

Learner Outcome:
Students will explain the school grading system.
Students will describe the grades in their classes as related to the overall grading system.
Students will describe the meaning of their scores on basic skills, end of grade, test.

Resources/Materials:
Students' transcripts, old report cards, copies of previous basis skills and/or end of year tests.
Calculator

Activity
1. Students will collect information regarding their grades and basic skills test scores for last year and this year.
2. Students will collect information regarding the grading system used in their school.
3. Students will figure out their grade point averages and explain how a future employer might interpret their grade.
4. Students will review their scores on the basic skills or end of grades testing and interpret their meaning.
5. Students will predict what a future employer would most like to see change in their scores.
6. Students will demonstrate on a calculator, their ability to compute their grade averages.

Extension
Students will write out a plan of action for increasing basic educational skills.

Closure
The class will discuss what the figures do and do not show/explain that an employer might wish to know.

Home/Family Involvement
The students will share their class work with their family and discuss the meaning of the results from the family's point of view.

Time Required: 1 class period

Career Development Activity

Subject Area: **Healthful Living (7)**
Title: **How Do You Spell R-E-L-I-E-F?**

Career Development
Competency – 3 Knowledge of the importance of growth and change.
Indicator – 6 Describe the importance of career, family, and leisure activities to mental, emotional, and physical and economics well being.
From the Standard Course of Study
Healthful Living (7) 2.2 Using positive imaging to maintain self-esteem.

Learner Outcome:
Students will look at the positive aspects of their lives.
Students will examine ways to handle themselves in a positive manner.

Resources/Materials:
Examples of ways different occupations might spell relief:
How might a farmer spell relief?
How might a disc jockey spell relief?

Activity
1. Students will list the different roles they have in their lives such as daughter/son, sibling, student, athlete, etc.
2. Students will think of these aspects in their lives. They will write down the ways that could spell relief in their lives. Give students about 10 minutes to think and write.
3. Students will develop possible positive images that can help them in stressful moments.
4. Students will list ways people in a variety of occupations might spell relief.

Extension
Students will make connections to other people:
- How might a lonely person spell relief?
- How might an unemployed or laid-off person spell relief?

Encourage students to look beyond the obvious and to seek many ways to spell relief.

Closure
Students will discuss what they think is the greatest relief and why.

Home/Family Involvement
Students will share the activity with their family and ask them how do they spell relief?
Time Required: 1 class period

Career Development Activity

Subject Area: **Mathematics (7)**
Title: **"I Think I Can, I Think I Can..."**

Career Development
Competency – 1 Knowledge of the importance of a positive self-concept to career development.
Indicator – 3 Describe how one's behavior influences the feelings and actions of others.
From the Standard Course of Study
Mathematics (7) 3.05 Describe, extend, analyze and create a wide variety of patterns to investigate relationships and solve problems; use appropriate technology.

Learner Outcome:
Students will describe four activities they feel confident that they do competently.
Students will describe four activities they feel they need to be able to do better.
Students will compare the activities seeking patterns for success and struggle.
Students will describe the implications of discovered patterns with regard to improving specific activities.

Resources/Materials:
Graph paper

Activity
1. Students will make a graph of four activities they feel confident that they do competently. The graph (left side – the X side) can be done in whole numbers 10-100, 100 representing a fabulous job and 10 representing a very poor job. The bottom of the graph (Y) would use these labels, placed at equal distances: inside, outside, writing, listening, doing, studying, interacting with other people, risk taking, conservative. (Other categories may be added at teacher discretion.)
2. Students will continue the graph noting four activities they feel they need to be able to do better.
3. Students will examine the graph searching for patterns that seem to indicate greater or lessor success.
4. Students will discuss the importance of any discovered relationships with the class.

Extension
Students will design a graph of their own choosing to make comparisons or find patterns.

Closure
Class will discuss other applications for graphs in the career world.

Home/Family Involvement
Students will show their family members their graph and seek assistance from the family in identifying patterns that lead to success for that student.

Time Required: 1 – 2 class periods

Career Development Activity

Subject Area: **Social Studies (7)**
Title: **If I Were A Worker In ...**

Career Development
Competency –7 Awareness of the interrelationship of personal responsibility, good work habits, and career opportunities.
Indicator - 4 Demonstrate skills and attitudes essential for a job interview.
From the Standard Course of Study
Social Studies (7) 5.2 Describe how the people of Africa and Asia use and modify their physical environment.

Learner Outcome:
Students will describe jobs found in different cultures.
Students will predict the jobs adults could develop.

Resources/Materials:
Country and Culture reference books.
Interview or in-person class visits from someone who grew up in a culture studied

Activity
1. Following lessons about economics in Africa and Asia, students will need to describe skills usually learned by the children in one of these particular countries or cultures.
2. Students will describe the kind of jobs available to the adults of the country/culture who have learned the common skills, i.e. If I were a worker in Taiwan, I would have learned how to ride a bike as a child. I would also have learned cooking skills, fishing skills and status appropriate etiquette. As an adult, I might start a catering business where I would cook food and deliver it to tourists in their hotel rooms.
3. Students will develop a comparative list of job possibilities (based on typically learned skills) between the country/culture studied and the United States.

Extension
Students could compare another country/culture's skills typically learned in childhood with the United States and the country/culture previously chosen. From this comparison, they could speculate on the kinds of jobs found in that country/culture.

Closure
The class will discuss the difficulties that might be faced by someone attempting to create a new business or break into an occupation in the countries studied.

Home/Family Involvement
Students will compile a list of skills learned by the adults in their home when they were children.
Students will compile a list of skills that they personally have learned.

Time Required: 2 class periods

Career Development Activity

Subject Area: **Social Studies (7)**
Title: **Interviewing to Study World Economy**

Career Development
Competency – 6 Skills to locate, understand and use career information.
Indicator - 3 Demonstrate skills in using school and community resources to learn about occupational groups.

From the Standard Course of Study
Social Studies (7) 9.1 Identify resources found in Africa and Asia and explain the relationship between the location of natural resources and economic activities.

Learner Outcome:
Students will identify information necessary to understand a country or culture's economy.
Students will, upon interacting with someone who grew up in another country or culture, formulate an idea of economic development.

Resources/Materials:
Books on economics development
Teacher based ideas to start off the brainstorming

Activity
1. Students will brainstorm in class to decide what information is necessary to know in order to realistically describe an economy. This information will be refined and developed into an interview questionnaire.
2. Speakers who have grown up in other countries or specific cultures will be invited in to speak to the class.
3. Students will ask questions and create a discussion with the speaker using the interview questionnaire they developed as a guideline.

Extension
Students will write up a news article for the school newspaper regarding their guest speaker's visit.

Closure
Class discussion will focus on the ideas created in the class from the interaction with the guest speaker.

Home/Family Involvement
Students will interview an older adult to discover that adult's perception of the ways in which the U.S. economy has developed over the last 50 years.

Time Required: 2 class periods

Career Development Activity

Subject Area: **English Language Arts (7)**
Title: **Let's Do It Together!**

Career Development
Competency – 2 Skills for interacting with others.
Indicator – 5 Demonstrate effective group membership skills.

From the Standard Course of Study
English Language Arts (7) 4.3 The learner will respond critically and creatively to selections or personal experiences.

Learner Outcome:
Students will identify the parts of a script.
Students will demonstrate effective group membership skills.
Students will practice verbal communication skills.

Resources/Materials:
Props, dress-ups, script samples

Activity
1. Students will create and present a skit based on literature of their choosing (and teacher approval).
2. Students will study a drama script, noting how it differs from a normal narrative tale.
3. Students, working in small groups, will create a script.
4. Students will work on their effective group membership skills by assigning characters or tasks to enable them to present the skit to the class.

Extension
Student will see a play in the community and visit backstage to discuss with all actors and stage crew the reasons for participating in the theater production.

Closure
In class, students will discuss what characteristics one should have or develop to interact successfully in a theater group. How would you benefit from successful interaction in a theater group?

Home/Family Involvement
Student and family could attend a play and discuss what made it an enjoyable (or not enjoyable) experience. Not a critique of the play as much as what made it nice to be there.

Time Required: 2 – 3 class periods

Career Development Activity

Subject Area: **Social Studies (7)**
Title: **Looking at Africa's Topography**

Career Development
Competency – 2 Skills for interacting with others.
Indicator – 7 Demonstrate understanding of different cultures, lifestyles, attitudes, and abilities.
From the Standard Course of Study
Social Studies (7) 3.2 Analyze the impact of the absolute and relative location of places within Africa and Asia.

Learner Outcome:
Students will describe different topographies found in Africa.
Students will describe jobs that different topographies support.
Students will explain how those jobs might transfer to different topographical areas.

Resources/Materials:
Topographical Maps
Holland's Occupational Guide (or similar publication) which categorizes jobs according to similar interests and abilities.

Activity
1. Working in small groups, students will examine and discuss the different kinds of land and water areas found in Africa.
2. As a class, students will brainstorm to discover jobs supported by the natural resources found in different topographical areas.
3. Working again in small groups, students will refine their list of jobs per topographical area and determine how each of those jobs might transfer to a different topographical area. Students should be able to list at least five transferable jobs.

Extension
Students will speculate or research how job skills might transfer across the different topographical areas of the USA.

Closure
Class will discuss the survival importance for people to be able to transfer job skills or to plan to acquire new skills.

Home/Family Involvement
Families will discuss new job skills that the adults have had to acquire to continue with occupational survival.
Time Required: 2 – 3 periods

Career Development Activity

Subject Area: **Healthful Living (7)**
Title: **Looking at our Habits**

Career Development
Competency – 1 Knowledge of the influence of a positive self-concept.
Indicator – 1 Describe personal likes and dislikes

From the Standard Course of Study
Healthful Living (7) 2.4 Recognizing and managing habits.

Learner Outcome:
Students will describe personal stress levels.
Students will identify stress management techniques.
Students will identify one positive stress in their lives and evaluate what could make it a negative stressor.

Resources/Materials:
Continuum for stress levels
Stress reduction techniques.

Activity
1. Students will be shown a continuum line of stress, a line where zero is no stress (total stillness) to 5 being functional stress (alarm clock waking one in the morning) to 10 being totally "stressed out" and unable to function.
2. Students will create their own personal stress continuum line and to place some descriptors upon it. (What does a 0 mean to them, a 5 or a 10)
3. Students will be shown and participate in when possible, different kinds of stress reduction techniques.
4. Students will identify some positive stressors in their lives and explain what could happen to change those stressors into negative stressors. (Teacher will need to explain positive stressors vs. negative stressors.) An example: Exercise a little every day keeps one limber, metabolism moving, and can be relaxing. Exercise done for many hours every day destroys muscle tissue, may be a sign of a developing eating disorder, and may create social isolation for that person.

Extension
Students will research careers related to helping people cope with stress.

Closure
Class will discuss how positive stress helps us manage our lives.

Home/Family Involvement
Students can ask family members how they cope best when they are under stress in the workplace.

Time Required: 1 – 2 class periods

Career Development Activity

Subject Area: **Healthful Living (7)**
Title: **May I Be of Service?**

Career Development
Competency – 3 Knowledge of the importance of growth and change.
Indicator - 4 Describe changes that occur in the physical, psychological, social and emotional development of an individual.
From the Standard Course of Study
Healthful Living (7) 4.2 Identifying feelings in communication of others.

Learner Outcome:
Students will understand what a service job is.
Students will learn about a famous person in a helping profession.
Students will explore a career in the service-based industry.

Resources/Materials:
Career reference materials
Biographies of famous persons in the helping profession.
(One on-line resource is www.distinguishedwomen.com with links to others)

Activity
1. As students learn about developing good communication skills, especially good listening skills, explain to them that there is one kind of work that involves providing services to others. One reference is from Bridges.com, it is the Career Parent E-Zine Feature: Healthcare Options – Part of the Hidden Job Market.
2. Students should select a biography of a person whose work involves helping others. Students will develop a poster that tells what kind of service the person in the biography provided and how that service helped others. They could include drawings or pictures of persons helping others. They may like to list related occupations.

Extension
Provide students the opportunity to provide service to others. The class as a whole could become involved in a service project for the community and/or the school.

Closure
Conduct a class discussion to explore the variety of jobs available in the health industry. Consider the number of people – technicians, therapists, nurses and physicians – encountered in even a brief hospital stay.

Home/Family Involvement
Students should share with family the opportunities in the service industry. Families can take the opportunity to point out the people providing various services in the doctor's office, the dental office or on a visit to a nursing home.

Time Required: 2-3 class periods

Career Development Activity

Subject Area: **English Language Arts (7)**
Title: **Military I. D.**

Career Development
Competency – 9 Skills to make decisions.
Indicator – 6 Identify ways in which decisions about education and work relate to other major life decisions.
From the Standard Course of Study
English Language Arts (7) 4.2 The learner will respond to the personal, social, cultural, and historical significance of selections or personal experiences.

Learner Outcome:
Students will evaluate different branches of the armed services.
Students will evaluate academy, education and career opportunity information through various web sites.

Resources/Materials:
Web sites:
Army: www.army.mil/
Navy: www.navy.mil/
Air Force: http://www.af.mil/
Marines: http://www.usmc.mil/
Coast Guard: http://www.uscg.mil/welcome.html
Print materials from local recruiters

Activity
1. Students will look at different branches of the military for academy, education and career opportunity information.
2. Student will determine the validity of the material as well as the point of view of the writer.
3. Students will follow a career of their choice and determine which branch(s) of the military will help them achieve their career goal.
4. Students will create a flow chart of this career goal using the armed services as the way to achieve it (or part of the goal).

Extension
Students will examine service organizations as a way of helping them achieve their career goals such as Americore, Peace Core, etc.

Closure
Students will discuss the tone of the literature they examined. What was the purpose and point of view of the author? What phrases helped achieve that tone?

Home/Family Involvement
Students should discuss with their parents how the point of view of an author must be taken into account in order to make significance of the information.

Time Required: 1 class period

Career Development Activity

Subject Area: **Arts Education – Music (7)**
Title: **Music, Our Inner Voice**

Career Development

Competency – 1	Knowledge of the importance of a positive self-concept to career development.
Indicator – 4	Identify environmental influences on attitudes, behaviors and aptitudes

From the Standard Course of Study
Arts Education - Music (7) 6.5 Identify and describe sounds from a wide variety of sources.

Learner Outcome:
Students will identify feelings they associate with specific events.
Students will predict their feelings about that event when accompanied by a specific music type.
Students will design a music program for themselves to facilitate relaxation and happiness.

Resources/Materials:
Sample activity
Different kinds of music and music making devices

Activity

1. Students will create a list of 5 events from the last month. These events should be a combination of happy, sad, angry, peaceful, loving, etc.
2. Students will describe the predominate feeling that they associate with a specific event.
3. Students will listen to various types of music and write down the feeling that particular types, rhythm, instrument creates for them.
4. Students will choose an event from their list and predict feeling change or no change if the event would have been accompanied by different kinds of music.
5. Students will create a music program for themselves that will facilitate relaxation and happiness.

Extension
Students will conduct a survey of students to find out what kind of music helps them to relax. They will prepare a bar graph of the results.

Closure
Class discussion will focus on the relationship between music and feelings. Note: Consider the role habit play, i.e. songs about sad lovers always bring me down, drum beats make me agitated as well as the personal desire to be experiencing a specific feeling.

Home/Family Involvement
Students will discuss with family members how music affects them.
Time Required: 1 – 2 class periods

Career Development Activity

Subject Area: **Mathematics (7)**
Title: **My Feelings Histogram**

Career Development
Competency – 3 Awareness of the importance of emotional and physical development on career decision-making
Indicator - 1 Identify feelings associated with significant experiences.
From the Standard Course of Study
Mathematics (7) 4.01 Interpret and construct histograms.

Learner Outcome:
Students will describe the classes they have taken for the last 3 or 4 years.
Students will compare the levels of enjoyment they felt (in general) by grade level and by subject matter.
Students will identify classes that seem to represent their strongest interest area.

Resources/Materials:
Sample graph
Graph paper

Activity
1. Students will list the classes they have taken over the last 3 or 4 years.
2. Students will rate the classes by pure enjoyment with the class on a scale of 0 – 100. 100 being perfect in every sense, o being a total loss.
3. Students will group classes together by general area and place the groups into a database where **X-axis** is the degree of enjoyment value and the **Y-axis** is the subject area title. Cells contain the value score (0-100) overall that the subject area receives.
4. Comparing the graphics produced, students will share and discuss the types of classes that they appear to have enjoyed the most.

Extension
Students can graph the occupations held by adult family members of all the classroom students.

Closure
Students can discuss other occupational issues that can be graphed, i.e. salaries, benefits, time spent on the job, travel miles to get to a place to work.

Home/Family Involvement
Students can bring a list into the classroom of occupations held by family and friends for use with the extension activity.

Time Required: 2 –3 class periods

Career Development Activity

Subject Area: **English Language Arts (7)**
Title: **Nontraditional Careers Writing Prompt**

Career Development
Competency – 11 Knowledge of different occupations and changing male/female roles
Indicator – 2 Describe advantages of taking courses related to personal interest, even if members of the opposite gender usually take them.
From the Standard Course of Study
English Language Arts (7) 4.3 The learner will respond critically and creatively to selections or personal experiences.

Learner Outcome:
Students will write a clarification essay on what non-traditional career appeals to them and why.

Resources/Materials:
Writer's Solution software
Prewriting materials

Activity
1. Students will participate in a discussion of what constitutes a nontraditional career and will list examples.
2. Students will choose one nontraditional career to research for background information.
3. Students will write a clarification essay on what nontraditional career appeals to them and why.

Extension
Students will evaluate their work using writing guidelines.

Closure
Students will discuss what nontraditional careers they wrote about and why it was considered nontraditional.

Home/Family Involvement
Students will discuss what the word nontraditional means. With the help of their family they will list nontraditional roles may exist within their family.

Time Required: 2 class periods

Career Development Activity

Subject Area: **English Language Arts (7)**
Title: **Persuading through Speech**

Career Development
Competency – 3 Awareness of the importance of emotional and physical development on career decision-making.
Indicator – 1 Identify feelings associated with significant experiences.
From the Standard Course of Study
English Language Arts (7) 2.1 The learner will identify, collect, or select information and ideas.

Learner Outcome:
Students will identify elements of persuasive speaking.
Students will identify the role played by feelings when creating or performing a persuasive speech.
Students will create and present a persuasive speech.

Resources/Materials:
Film clips of persuasive speakers (Martin Luther King, Jr., Mahatma Gandhi, Mother Teresa, Winston Churchill).
Guidelines for writing a speech.

Activity
1. Students will be creating and presenting a persuasive speech based on how a feeling(s) effect a particular choice people make. For example: feelings that effect a decision about doing something that your crowd is doing that you do or do not want to do; feelings about things you tell or don't tell your family; feelings about post-high school activity; feelings about activities you choose to do on a weekend.
2. Students will study the components of a persuasive speech.
3. Students will study the importance of presentational attitude when giving a speech.
4. Students will write their persuasive speech.
5. Students will critique each other's papers.
6. Students will present their speech to the class or in another venue.

Extension
Students will create a list of situations in which persuasive speaking is used. These lists will be shared and discussed in class.

Closure
Class discussion will focus on ways in which people use persuasive speaking.

Home/Family Involvement
Students will consider and detail what they do to convince the adults in their home to allow the student to do something. Perhaps the student would be able to discuss this issue with those adults.

Time Required: 2 class periods

Career Development Activity

Subject Area: **English Language Arts (7)**
Title: **Quality Quotes**

Career Development Competency – 4	Knowledge of the benefits of educational achievements to career opportunities.
Indicator – 2	Identify how the skills taught in school subjects are used in various occupations.

From the Standard Course of Study
English Language Arts (7) 3.3 The learner will develop criteria and evaluate the quality, relevance, and importance of the information and ideas.

Learner Outcome:
Students will use a variety of reference materials.
Students will examine how school subjects are used in various occupations.

Resources/Materials:
Internet access
Variety of print reference materials

Activity
1. Students will identify several people they admire.
2. Students will do quick research on these people to find out about their backgrounds.
3. Students will collect a series of quality quotes from these people and create a quote collage or some other graphic representation of quotes.

Extension
Students will create their own quality quote to leave behind for the next grade to follow. Students could create a wall of quotes with bulletin board paper displayed in the sixth grade hall. These quotes are meant to inspire.

Closure
Student will discuss what their quotes they collect to find common themes (if any).

Home/Family Involvement
Talk with family members to find out their favorite quotes from people they admire.

Time Required: 1 class period

Career Development Activity

Subject Area: **English Language Arts (7)**
Title: **Summarizing Career Information**

Career Development
Competency – 6 Skills to locate, understand and use career information.
Indicator – 2 Identify a number of occupational groups for exploration.
From the Standard Course of Study
English Language Arts (7) 2.1 The learner will identify, collect, or select information and ideas.

Learner Outcome:
Students will summarize information.
Students will draw inferences
Students will determine the importance of information.

Resources/Materials:
Internet access to career sites. Suggested: NC Careers (www.nccareers.org), Career Explorer (http://nc.cx.bridges.com), and O NET Online (http://online.onetcenter.org), Occupational Outlook Handbook (www.stats.bls.gov/ocohome.htm).

Activity
Students will research three different occupations. For each occupation the student is to:
1. Summarize the job responsibilities,
2. Describe:
   What about those occupations would seem to make it enjoyable?
   What would be difficult to do on a routine basis if one worked in that occupation?
   What is the level of education required?
   What experiences could be helpful to someone entering that occupational area?
   What kind of school work does one need to have before entering that field?
   What would be significant stress factors to someone working in that occupation?

Extension
Students could list related occupations to those they researched.

Closure
Students will share with the class the summaries of their work and answer questions as possible.

Home/Family Involvement
Students will share information they have learned at home.

Time Required: 2 – 3 class periods

Career Development Activity

Subject Area: **Healthful Living**
Title: **The Best to You Each Morning**

Career Development
Competency –2 Skills for interacting with others.
Indicator – 6 Demonstrate effective social skills
From the Standard Course of Study
Healthful Living (7) 5.1 Consume healthy breakfasts

Learner Outcome:
Students will identify healthy breakfast foods.
Students will identify nutritional qualities of different breakfast food items.
Students will use good table etiquette as they eat healthy breakfast foods.

Resources/Materials:
Nutrition resources
Food Guide pyramid

Activity

1. After lessons on nutrition and healthy dietary guidelines, students will list foods that could be part of a healthy breakfast.
2. Students will choose a healthy breakfast food that they would like to prepare. They will make the food at home and bring it into class to share.
3. Students will make a graphic representation of the food they have prepared (bar graphs, nutrition label, etc.) depicting the nutritional content of the food.
4. Students will serve the breakfast foods and consume them in class practicing good table etiquette.

Extension
Students could compile a class cookbook. Be sure to include nutrition information.

Closure
Discuss with students the importance of using good social skills when around other people especially as future workers. Students should list other ways in which social skills would be important on the job.

Home/Family Involvement
Suggest to students that they prepare one of the healthy breakfast foods from the class experience for their own family. Have students talk with their family about the importance of eating a healthy breakfast and its impact on their working day.

Time Required: 2 class periods

Career Development Activity

Subject Area: **Social Studies (7)**
Title: **The Butcher, The Baker, and The Candlestick Maker**

Career Development
Competency – 2 Skills to interact with others.
Indicator – 7 Demonstrate understanding of different cultures, lifestyles, attitudes, and abilities.
From the Standard Course of Study
Social Studies (7) 10.3 Evaluate the influence of inventions, discoveries, and innovations on economics interdependence.

Learner Outcome:
Students will identify the jobs available in Africa, Asia and Australia.
Students will identify similar jobs in the United States.
Students will make a comparison of the average salary paid and the cost of living in each country with similar jobs in the United States.

Resources/Materials:
Reference materials
World Almanac

Activity
1. In small groups, students will brainstorm jobs found in Africa, Asia, and Australia.
2. Students will research to find out what those jobs are titled in other countries as well as the average salary for the workers.
3. Students will identify similar jobs in the United States.
4. Using the Internet or print reference material, students will make a comparison of the average salary paid in the United States with the average salary paid in Africa, Asia, and Australia. They will also make a comparison of the cost of living between United States and other countries.

Extension
Students can interview someone who has moved to the United States and has a similar type of job. Their questions can center on the similarities and differences in working in the two locations. If someone from another country can not be found, interview someone who has transferred from one location within the United States.

Closure
Discuss with students what similarities and differences they found. What was the most common similarities and why do they think so? What was the most unique?

Home/Family Involvement
Discuss with family members similarities and differences of families both in other countries as well as in their own community.

Time Required: 1 – 2 class periods

Career Development Activity

Subject Area: **Mathematics (7)**
Title: **The Career Tree**

Career Development
Competency – 9 Skills to Make Decision
Indicator – 5 Describe how the expectations of others affect career planning.
From the Standard Course of Study
Mathematics (7) 4.07 Find all possible outcomes of simple experiments using such methods as lists, tree diagrams, frequency distribution tables, and the Fundamental Counting Principle.

Learner Outcome:
Students will develop a career tree that shows the family career history.
Students will draw inferences as to their talents and abilities based on the career tree.

Resources/Materials:
Sample career trees

Activity
1. Teacher will explain a career tree. They may want to share the career history of their own family. Be sure to go back several generations and include those persons who marry into the family.
2. Students will interview parents and possible grandparents to find out the career history of the family.
3. Students will create their own career tree.
4. Students will look at career trees for patterns of similar talents and abilities and will draw inferences about their own talents and abilities.
5. Students will use another graphic representation to show this information.

Extension
Students will gather information from the career trees to compile career frequencies among the students' parents

Closure
Class will discuss how information can be represented by mathematics.

Home/Family Involvement
The interview with the parents to find out career histories will involve family members. Share the finished career tree with the family.

Time Required: 1 class period

Career Development Activity

Subject Area: **Science (7)**
Title: **There's Got To Be A Better Way**

Career Development
Competency – 10 Knowledge of the interrelationship of life roles.
Indicator – 3 Identify personal goals that may be satisfied through a combination of work, community, social and family roles.
From the Standard Course of Study
Science (7) 4.03 Analyze the suitability of materials for use in technological design.

Learner Outcome:
Students will identify a need for a new innovation to improve the quality of their and/or the quality of life for others.
Students will look at common items for the suitability of these materials for use in a new technological design.
Students will identify new ways to use common items.
Students will create a drawing, a blueprint, or a model of their new design.

Resources/Materials:
Rube Goldberg designs
Blueprints/schematic designs

Activity
1. Students will look and analyze some of Rube Goldberg's designs. They will look at the types of items he used in his designs.
2. Students will describe in writing a solution or new innovation to improve the quality of life for their own selves and/or for others.
3. Students will create a drawing of their innovation. The innovations should use common items that are easily found.
4. Students will describe the cause and effect of this innovation (or label their drawing). Students could create a model of their designs.

Extension
Students could access www.howstuffwork.com to find how common items work and the background to them.

Closure
Students will share their designs and the reason this new innovation was necessary.

Home/Family Involvement
Students could discuss with family members new ways of doing things around their house or new uses for items around the house.

Time Required: 1 – 2 class periods

Career Development Activity

Subject Area: **Social Studies (7)**
Title: **Triple "A" Food – Africa, Asia, and Australia**

Career Development
Competency – 2 Skills for interacting with others.
Indicator – 2 Demonstrate an appreciation for the similarities and differences among people.
From the Standard Course of Study
Social Studies (7) 4.2 Compare the physical and cultural characteristics of regions within Africa, Asia, and Australia.

Learner Outcome:
Students will experience different types of food.
Students will identify some characteristics of a particular culture's food.
Student will identify the similarities and differences among the foods of Africa, Asia and Australia.

Resources/Materials:
Ethnic foods cookbook
Reference materials on the physical and cultural characteristics of regions within Africa, Asia, and Australia

Activity
1. After studying the physical and cultural characteristics of regions within Africa, Asia, and Australia, students will research foods characteristic of that country.
2. Students prepare a food representative of a country of their choosing.
3. Students will share the foods made at home with their classmates. They will be noting the similarities and differences among the triple "A" countries as well as the United States.

Extension
Students will compile a class recipe book of foods from different countries.

Closure
Students will discuss why these similarities and differences in foods occur.

Home/Family Involvement
Students will share with their families the implications of handling foods in each of those countries. They will discuss how to show proper appreciation for foods and strategies for handling situations where the food is not appealing to them.

Time Required: 2 class periods

Career Development Activity

Subject Area: **English Language Arts (7)**
Title: **Understanding and Evaluating Programs**

Career Development
Competency – 9 Skills to make decision.
Indicator – 7 Identify advantages and disadvantages of various secondary and postsecondary programs for the attainment of career goals.
From the Standard Course of Study
English Language Arts (7) 4.3 The learner will respond critically and creatively to selections or personal experiences.

Learner Outcome:
The student will evaluate materials explaining opportunities for students after high school graduation. (College catalogs, Community College materials, Technical School materials, Military).
A student made criteria list of components and information one would expect to find in the literature.
Students will evaluate materials from 3 different post-high school opportunities.

Resources/Materials:
Several copies of different College Catalogs, Community College, Technical School, and Military information packets.

Activity
1. In small groups students will develop a criteria list of what they expect to find in the "opportunity" materials.
2. Students will analyze at least 3 different post-high school training programs from their literature.
3. Students will write a narrative addressing the materials evaluation they just completed.

Extension
Students will create an "opportunity" materials catalog with short description of what is included along with a ratings chart of how the materials were evaluated.

Closure
The students will use their list of components to brainstorm a master list and discuss the importance of each selection.

Home/Family Involvement
Students will take the list home and get adult input into the kinds of things they would like to see included in the information packets.
Time Required: 2 class periods

Career Development Activity

Subject Area: **Social Studies (7)**
Title: **Your African Tribal Shield**

Career Development
Competency – 9 Skills to make decisions.
Indicator - 1 Describe personal beliefs and attitudes
From the Standard Course of Study
Social Studies (7) 1.3 Assess the role, status, and social class of individuals and groups in Africa and Asia, past and present.

Learner Outcome:
Students will identify origins, characteristics, and influences of different African people.
Students will describe similarities and differences among people of Africa.
Students will look at their own personal beliefs and attitudes.

Resources/Materials:
"Your African Tribal Shield" worksheet

Activity
1. Students will study the different people of Africa and can describe the origins, characteristics and influences of these people of Africa.
2. Students will describe the similarities and differences among the people of Africa.
3. Students will create a personal African tribal shield as a way to examine their own beliefs and attitudes.

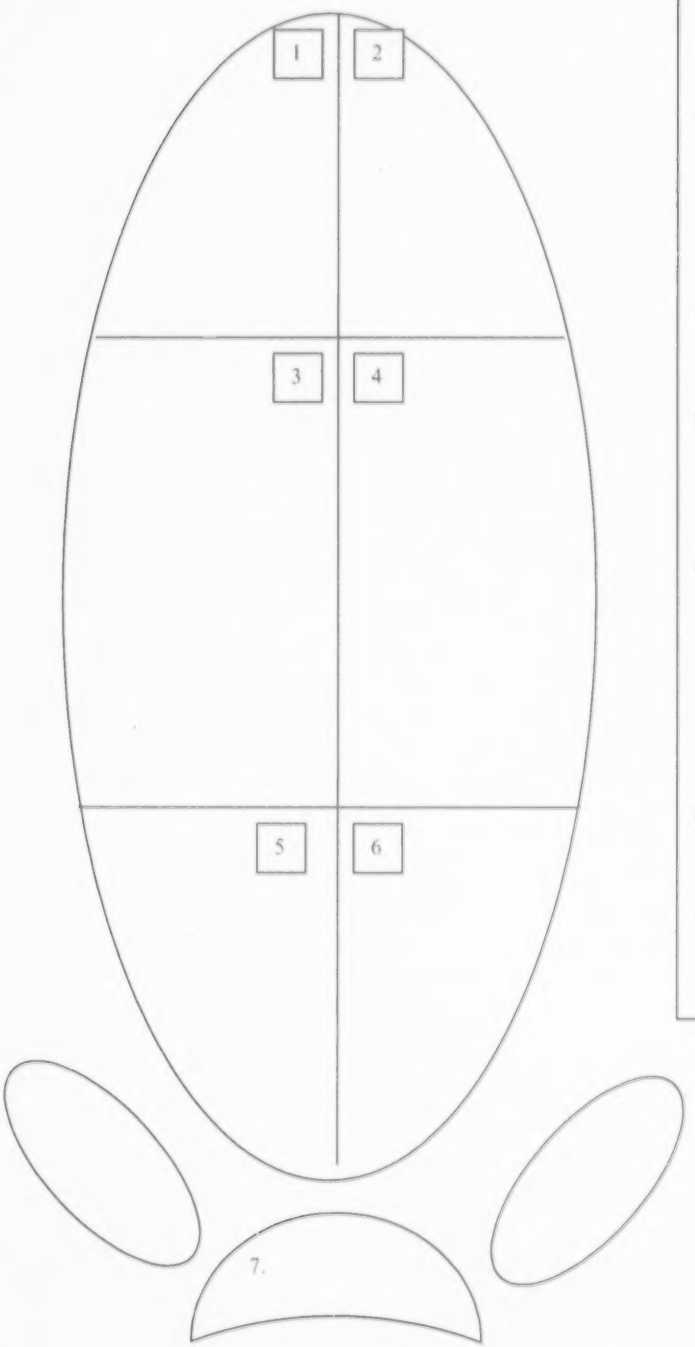
Extension
Students will describe the similarities and differences of the people of Africa with the people of the United States.

Closure
Students will share their drawings in small groups of five or six. They will write a journal entry of "I learned…".

Home/Family Involvement
Students will share their African Tribal Shield with their family. Discuss what each member would have answered to each question.

Time Required: 1 class period

Your African Tribal Shield



1. Express in a drawing the most significant event in your life from birth to age fourteen.
2. Express in a drawing what you would like to accomplish by the time you are sixty-five.
3. What is your family's greatest achievement?
4. Express in a drawing your happiest moment in the past year.
5. If in the next year you were guaranteed success in whatever you did, what would you attempt? Draw a picture to express your answer.
6. Express in a drawing something you are good at.
7. What three words would you like to be said about you?

ACTIVITIES
EIGHTH GRADE

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Career Development Activity

Subject Area: **Science (8)**
Title: **A Drop in the Ocean**

Career Development
Competency – 10 Knowledge of the interrelationship of life roles.
Indicator – 4 Identify personal leisure choices in relation to lifestyle and the attainment of future goals
From the Standard Course of Study
Science (8) 1.04 Evaluate human impact on water quality.

Learner Outcome:
Students will describe how industry, households, and businesses affect the quality of water.
Students will examine careers that have developed or changed due to the human impact on water.

Resources/Materials:
Career resource materials
White bulletin board paper
Blue water drops

Activity
1. On a large piece of white bulletin board paper with blue water drop outlines, students will list the impact industry; households and businesses affect the quality of water.
2. Students will examine jobs that have as their mission to improve the quality of water.
3. Students will project into the future our societal needs for good water quality and what jobs do they foresee being developed. How will our leisure be affected if we do not have good water quality?
4. Students will examine how our lifestyle demands have affected water quality.

Extension
Students will share in ways they can help improve the quality of water.

Closure
Students will discuss possible products people will need if water quality does not improve if they wish to continue their leisure activities.

Home/Family Involvement
Discuss with family the ways households contribute to the quality of water and develop a list of guidelines they will follow in their household.

Time Required: 1 class period

Career Development Activity

Subject Area: **Arts Education – Theater Arts (8)**
Title: **Actions Speak Louder Than Words**

Career Development
Competency – 2 Skills to interact with others.
Indicator – 6 Demonstrate effective social skills.
From the Standard Course of Study
Arts Education – Theater Arts (8) 2.1 Develop role-playing and characterization skills.

Learner Outcome:
Students will define and list nonverbal ways to communicate, send messages and/or respond.

Resources/Materials:
"Nonverbal Communication" activity sheet
Chalkboard or marker board, chalk or marker
Pencil or pen

Activity
1. Discuss a method of communicating your thoughts and feelings to another person with out saying anything. For example, a person might smile which could communicate that he or she is happy just as easily as saying "I'm happy."
2. Using the Nonverbal Communication activity sheet, define what is being communicated by each of the nonverbal communicators. Mark each response on the chalkboard.
3. Discuss similarities and differences in the students' responses.
4. Discuss how we sometimes:
   - Misinterpret nonverbal cues
   - Send ambiguous messages (smile as we say, - "No, I'm not angry," when we are actually angry or hurt).

Extension
Collect magazine pictures that might be used to practice interpreting nonverbal cues to feelings. Play a game of charades demonstrating nonverbal communication.

Closure
Discuss the meaning of "congruence" – when our outward behavior matches our inward feelings.

Home/Family Involvement
Play a game of charades with family members.

Time Required: 1 class period

NONVERBAL COMMUNICATION

Nonverbal Communicators	What They Mean To You
1. Smile	
2. Pull	
3. Push	
4. Stretch	
5. Frown	
6. Hold another person	
7. Wave	
8. Look into another person's eyes	
9. Touch another person	
10. Stand close to another person	
11. Avoid eye contact	
12. Wink	
13. Sit with arms crossed in front of you	
14. Shake hands	
15. Yawn	
16. Stick tongue out at another person	
17. Scratch yourself	
18. Show of tears on face	
19. Nod head up and down	
20. Shake head side to side	

Career Development Activity

Subject Area: **Social Studies (8)**
Title: **Big Decisions Make the News**

Career Development
Competency - 9 Skills to make decision.
Indicator – 3 Identify possible outcomes of decision.

From the Standard Course of Study
Social Studies (8) 11.3 Evaluate the major changes and events that have affected the roles of local, state, and national governments.

Learner Outcome:
Students will apply the decision making process to a current events problem.

Resources/Materials:
Newspaper

Activity
1. Involve students in a discussion that outlines the decision making process.
2. Divide students into small groups and either assign them a current event problem or allow them to find one in the newspaper.
3. Have students evaluate and possibly arrive at a solution for their current event problem using the decision making process.

Extension
Students can apply the decision making process to a problem they have and arrive at a possible solution.

Closure
Show students how this process can be used for many different situations such as a career goal

Home/Family Involvement
Students could involve their family in using the decision making process to solve a family problem.

Time Required: 1 – 2 class periods

Career Development Activity

Subject Area: **Science (8)**
Title: **Bursting At The Seams**

Career Development
Competency – 8 Understanding how work relates to the needs and functions of the economy and society.
Indicator – 2 Describe the relationships between work and economic and societal needs.
From the Standard Course of Study
Science (8) 2.01 Evaluate data related to population growth, along with problems and solutions.

Learner Outcome:
Students will examine how population growth affects our lives.
Students will look at careers that are changed or created by population growth.

Resources/Materials:
Newspapers
Career Resource Materials

Activity
1. After studying population growth, students will brainstorm a list of careers that are affected.
2. Look in the newspaper for current events regarding population growth.
3. Students will select a career related to population growth and list the reasons why this job is affected by population growth.

Extension
Students will write about the career they have chosen.

Closure
Students should list different careers related to population growth. They should examine what skills are needed to perform these jobs and how they think these jobs have changed or are changing.

Home/Family Involvement
Students may wish to discuss this with their parents and have an open discussion on how population growth is affecting them.

Time Required: 1 class period

Career Development Activity

Subject Area: **English Language Arts (8)**
Title: **Career Portfolio**

Career Development
Competency – 7 Knowledge of skills necessary to seek and obtain jobs.
Indicator – 3 Demonstrate skills to complete a job application.
From the Standard Course of Study
English Language Arts (8) 3.3 The learner will develop criteria and evaluate the quality, relevance, and importance of the information and ideas.

Learner Outcome:
Students will consider career interests and make connections to choices.
Students will write a resume, a job application letter and follow-up letter using a word-processing program.
Students will complete a job application using ink.

Resources/Materials:
The Career Key (www.ncsu.edu/careerkey)
Job Application form

Activity
1. Students will complete "The Career Key" to consider career interests and connections to choices.
2. Discuss with students the purpose of a resume and tips for writing an effective resume. Students will choose a job and create a resume.
3. Discuss with students how to write a business letter. Students will type a job application and follow-up letter.
4. Discuss with students how to fill out a job application. Be sure to review terms that most likely will be on an application that students may not be familiar with. Students will fill out a job application in ink.

Extension
Students can look over different types of resume and re-write their resume in a different style.

Closure
Discuss with students what potential employers will think when looking at their Career Portfolio. They may get an idea of this by exchanging portfolios and have classmates critique them.

Home/Family Involvement
Discuss with family members who would be good references for the student on a job application. On an index card, write correct names and addresses.
Time Required: 5 class periods

Career Development Activity

Subject Area: **English Language Arts (8)**
Title: **Careers on a RAFT**

Career Development
Competency – 7 Knowledge of skills necessary to seek and obtain jobs
Indicator – 1 Demonstrate personal qualities that are needed to get and keep jobs.
From the Standard Course of Study
English Language Arts (8) 1.2 The learner will apply engagement strategies to comprehend or convey experiences and information.

Learner Outcome:
Students will use the RAFT technique in a career related setting.

Resources/Materials:
Career resource materials

Activity
1. Students will chose the role of a perspective employee looking for a job in a chosen career. **(Role)** [Students need to look through career resource materials to research a career for background information.]
2. They will convince the employer to hire them. **(Audience)**
3. They will prepare a resume **(Format)** to persuade the potential employer to hire them **(Topic + strong verb)**.

Extension
Students could write a cover letter to accompany the resume.

Closure
Discuss what advice they would give a person looking for a job.

Home/Family Involvement
Students should share with family members the resume they wrote in class. Ask family members who have written a resume for strategies they used.

Time Required: 2 class periods

Career Development Activity

Subject Area: **Healthful Living (8)**
Title: **Diet, Exercise and Wellness**

Career Development
Competency – 3 Knowledge of the importance of growth and change.
Indicator – 4 Describe changes that occur in the physical, psychological, social and emotional development of an individual.
From the Standard Course of Study
Healthful Living (8) 5.3 Selecting a realistic nutrition/weight management goal and strategy.

Learner Outcome:
Students will identify ways in which diet and exercise related to physical, emotional and intellectual growth and wellness.

Resources/Materials:
Paper and pen/pencil

Activity
1. Students will discuss how good diet and exercise habits relate to physical, emotional and intellectual growth and wellness.
2. Students will keep a log of the foods they eat and the amount and kind of exercise they do for a designated period.
3. Students will evaluate their present program and plan programs to improve their diet and exercise.

Extension
Students will list decisions, which they make concerning health-related practices

Closure
Students will keep a chart showing their progress in developing better diet and exercise programs.

Home/Family Involvement
Discuss with family members your plan to improve your diet and exercise. Ask family to help you implement your plan.

Time Required: 4 –5 class periods

Career Development Activity

Subject Area: **Math (8)**
Title: **Gender Salary Comparisons across Careers**

Career Development
Competency 11 – Awareness of different occupations and changing male/female roles.
Indicator 1 - Describe advantages and problems of entering nontraditional occupations.

From the Standard Course of Study
Math (8) 4.04 Evaluate arguments based on data. Discuss random vs. biased sampling.

Learner Outcome:
Students will locate occupational statistics.
Students will interpret occupational statistics.
Students will analyze occupational differences.

Resources/Materials:
Internet/Government publications addressing occupational statistics
(www.soicc.state.nc.us/soicc/links/research.htm)

Activity
1. Students will locate and research government statistics related to percentages of genders found in different job fields.
2. Students will choose three occupations to study. Areas of study will include job responsibilities, salary comparisons, and working conditions.
3. Students will compare statistics and create charts demonstrating, for each occupational field, responsibilities, salary, and working conditions by gender.

Extension
Students will interview someone in a non-traditional job, for their gender and career. Students will report to the class results of the interview. Interview focus should include difficulties and rewards associated with entering and working in the field and consideration of ability to move up the occupational status ladder. Percent of associates the interviewed person knows who are in a non-traditional occupation could be reported and compared with classmates' results.

Closure
Students will discuss the percentage based on personal implications for themselves.

Home/Family Involvement
Students will assess family involvement and attitude toward non-traditional careers.

Time Required: 2 - 3 class periods

Career Development Activity

Subject Area: **Social Studies (8)**
Title: **Geography – Critical Thinking**

Career Development
Competency – 8 Understanding how work relates to the needs and functions of the economy and society.
Indicator – 2 Describe the relationships between work and economic and societal needs.
From the Standard Course of Study
Social Studies (8) 1.5 Assess the importance of regional diversity on the development of economics, social, and political institutions in North Carolina.

Learner Outcome:
Students will use their knowledge of the geography of North Carolina to work on a scenario.

Resources/Materials:
Copies of assignment sheet
Overhead transparency, projector, markers

Activity

1. Students are to imagine that they are a government official (town mayor, alderman…) They are given the following scenario:

   Assume that you live in a remote portion of North Carolina. Problems with rural life include a high level of unemployment, the difficulty of attracting industries and health care facilities, and a stagnant local economy. Two companies have expressed an interest in the area, one is a nuclear power plant and the other is a private company that builds and operates prisons for the state.

2. Students are to decide which of the two industries to invite into the area OR to invite neither or both.
3. Students should use the steps to effective decision-making, students are to:
   1. Identify the problem:
      High level of unemployment, difficulty in attracting industries and health care facilities, and a stagnant local economy
   2. Consider the options

Nuclear power plant
Prison Operation

   3. Evaluate the options
      Generate a pro/con list
   4. Choose a plan
      Write a thesis statement reflecting student opinion
4. In a whole class setting, students are to share the advantages and disadvantages of allowing the nuclear power plant and prison to be located in the community. As responses are shared, ideas are recorded on an overhead transparency. Discussion of each is encouraged.
5. Students are to make a decision. Their opinion is written as a thesis statement.
6. The following day, students share their opinion. Discussion allowed.
7. Students are to write an well-elaborated paragraph supporting their thesis/position.

Extension
Students will look in the newspaper for examples of other decisions government officials must make.

Closure
Students will share their opinion.

Home/Family Involvement
Discuss with family how decisions are made. Ask family members to discuss a recent decision they made and the steps they followed.

Time Required: 2 –3 class periods

Reference: Wake County School to Career Best Practices – North Garner Middle School

Career Development Activity

Subject Area: **English Language Arts (8)**
Title: **Get Involved!**

Career Development
Competency – 7 Knowledge of skills necessary to seek and obtain jobs.
Indicator – 1 Demonstrate personal qualities (e.g., dependability, punctuality, getting along with others) that are needed to get and keep jobs.
From the Standard Course of Study
English Language Arts (8) 2.3 The learner will apply, extend, and expand on information and concepts.

Learner Outcome:
Students will write and send a business letter.

Resources/Materials:
Names and addresses of potential speakers
Local telephone directories

Activity
1. Get the students involved in the Career Fair process. One of the largest tasks is contacting the potential speakers. Early in the year have students identify potential speakers by using the local telephone directories. Explain the format of a business letter as well as its tone and purpose.
2. Have students locate potential speakers and write the initial letter to the speaker inviting them to speak at your school's Career Fair. They could use a list of past speakers as well as try to obtain new speakers.

Extension
Students could get further involved by writing any follow-up letters, thank-you notes, etc.

Closure
Discuss why the appearance of the letter is important as well as how it is written.

Home/Family Involvement
Family members could help locate new speakers for the Career Fair.

Time Required: 1 – 2 class periods

Career Development Activity

Subject Area: **Arts Education – Visual Arts (8)**
Title: **Good Features**

Career Development
Competency – 2 Skills to interact with others.
Indicator – 5 Demonstrate effective group membership roles.
From the Standard Course of Study
Arts Education – Visual Arts (8) 4.1 Demonstrate the use of life surroundings and personal experiences to express ideas and feelings visually.

Learner Outcome:
Students will identify personality characteristics in themselves and others.
Students will create a visual work to represent a classmate.

Resources/Materials:
Art supplies
"Good Features" activity sheet (teacher made)
Pen/pencil

Activity
1. Using a copy of the "Good Features" activity sheet and ask them to circle the features they feel they have. Some items for the activity sheet could be character traits, abilities, skills, talents, adjectives, etc.
2. Give each student a partner. Using the "Good Features" activity sheet ask students to interview their partner to see why they believe they have this feature. Encourage students to talk to each other to find out more about the person.
3. Students are create a visual representation of their partner, keeping in mind what they have learned about that person. (Portraits, collages, abstracts, etc. are some examples of ways to visual represent their partner.) Have some of these features visually represented in the portrait.

Extension
Write a paragraph on the person you drew.

Closure
Discuss how the features were visually represented in the portrait.

Home/Family Involvement
Share with family members your good features. Ask them how they would represent these in a picture.

Time Required: 2 – 4 class periods

Career Development Activity

Subject Area: **Arts Education – Visual Arts (8)**
Title: **Hats Off to Careers!**

Career Development
Competency – 6 Skills to locate, understand and use career information.
Indicator – 1 Identify various ways that occupations can be classified.
From the Standard Course of Study
Arts Education – Visual Arts (8) 6.2 Describe how people's experiences influence the development of specific artwork.

Learner Outcome:
Students will create out of clay headgear for a variety of workers.

Resources/Materials:
Art supplies
Large index cards

Activity
1. Student will select a career.
2. Students will make a hat that represents that career or could be worn by a worker in that career. You may wish for students to make a template of the hat first. A template is used in making the prototypes for actual hats.
3. Students will make a large index card describing the occupation and why the hat represents that occupation.
4. Student will make a display of the hats and include the cards.

Extension
Students will create tools or equipment used on the job.

Closure
Discuss why the hats were designed the way they were including the history of the hats.

Home/Family Involvement
Discuss with families what clothing or symbols represent different occupations. What would be the hat for to symbolize their family?

Time Required: 2 –3 class periods

Career Development Activity

Subject Area: **English Language Arts (8)**
Title: **Inferring a Career**

Career Development
Competency – 12 Understanding the process of career planning.
Indicator – 4 Describe skills needed in a variety of occupations, including self-employment.
From the Standard Course of Study
English Language Arts (8) 1.3 The learner will apply response strategies t comprehend or convey experiences and information.

Learner Outcome:
Students will hypothesize about the career of a person described.
Students will identify details to support the main idea.

Resources/Materials:
A list of career inferences - teacher generated

Activity
1. Concentrate on inferences (the process of reaching a conclusion based on facts or premises) by asking only inferential types of questions.
2. Read short job descriptions of various careers. Ask students what career can they infer being described.
3. Have students select a magazine picture of a person working. List facts about the picture. Then create a list of inferences you can make from these facts.

Extension
Have students select other job descriptions and direct their classmates to make inferences from their selection.

Closure
Use questions to direct your students' attention to inferences.
- What evidence can you find that makes us think that person was a _____ (job title)? List the evidence.
- Where could this job have taken place? Why do you think that?
- Compare and contrast how a _____ (job title) and a _____ (job title) are alike (or different).

Home/Family Involvement
Create a game to play with family members using inferences and job descriptions. Ask other family members to also think of some inferences.

Time Required: 1 class period

Career Development Activity

Subject Area: **English Language Arts (8)**
Title: **Interviewing For A Job**

Career Development
Competency – 7 Knowledge of skills necessary to seek and obtain jobs.
Indicator - 4 Demonstrate skills and attitudes essential for a job interview.
From the Standard Course of Study
English Language Arts (8) 1.1 The learner will apply preparation strategies to comprehend or convey experiences and information.

Learner Outcome:
Students will demonstrate effective job interviewing skills.

Resources/Materials:
Video recording equipment
Sample interview questions

Activity
1. Discuss job interviews
   a. What are they?
   b. When might you have one?
   c. What is included?
   d. What questions might be asked?
2. Divide students into pairs and have them practice interviewing for a job.
3. After an initial practice, divide students into triads identifying one as an employer, one as an interviewer and one as an observer.
4. Videotape students conducting the interview sessions.
5. Have students analyze their own behavior during the interview and provide feedback on areas of strengths and weaknesses.

Extension
Use staff members or volunteers from the community to conduct mock job interview with students. Suggest that students dress for the interview appropriately. Have students write a follow-up letter.

Closure
Discuss what they thought were the hardest questions to answers.

Home/Family Involvement
Share with family members the job interview activity and ask them to share a job interview experience they have had.

Time Required: 2 class periods

Career Development Activity

Subject Area: **Science (8)**
Title: **Inventing with Simple Machines**

Career Development
Competency – 10 Knowledge of the interrelationship of life roles.
Indicator – 3 Identify personal goals that may be satisfied through a combination of work, community, social and family roles.
From the Standard Course of Study
Science (8) 4.03 Analyze simple machines for mechanical advantage and efficiency.

Learner Outcome:
Students will identify the different types of simple machines.
Students will create a new invention using simple machines.
Students will demonstrate the new invention for mechanical advantage and efficiency.

Resources/Materials:
Example of simple machines

Activity
1. Students will look and analyze some simple machines provided by the teacher.
2. Students will describe in writing a solution or new innovation to improve the quality of life for their own selves and/or for others.
3. Students will create a new invention using simple machines. The inventions should use common items that are easily found.
4. Students will demonstrate their new invention and show what simple machines they used and discuss any mechanical advantage and/or efficiency.

Extension
Students could access www.howstuffwork.com to find how common items work and the background to them.

Closure
Students will brainstorm what types of jobs knowledge of simple machines is used.

Home/Family Involvement
Students could discuss with family members new ways of doing things around their house or new uses for items around the house.

Time Required: 1 – 2 class periods

Career Development Activity

Subject Area: **Healthful Living (8)**
Title: **Leisure Activities**

Career Development
Competency –10 Knowledge of the interrelationship of life roles.
Indicator – 4 Identify personal leisure choices in relation to lifestyle and the attainment of future goals.
From the Standard Course of Study
Healthful Living (8) 2.4 Employing a variety of structured thinking processes to solve problems and make decisions.

Learner Outcome:
Students will examine leisure activities and how they relate to individual lifestyles.

Resources/Materials:
Bulletin board and tacks
Newspaper ads and/or articles

Activity
1. Present articles or ads from a newspaper announcing a variety of leisure activities.
2. Place the following titles on a bulletin board: sports, nature, crafts, art, music, volunteer, educational, cultural and organizational.
3. Have students choose one activity from each category and answer the following questions for each of their chosen activity.
   - What are the three personal gains from the activity?
   - What are two careers related to the activity?
   - Would you do this activity? Why or Why not?

Extension
Have students brainstorm the benefits of leisure activities to help solve problems.

Closure
Students will compare answers in groups or as a class.

Home/Family Involvement
Each student will think of leisure activities to share with their family.

Time Required: 1 class period

Career Development Activity

Subject Area: **Social Studies (8)**
Title: **Lifestyles – Past and Future**

Career Development
Competency – 8 Understanding how work relates to the needs and functions of the economy and society.
Indicator – 4 Describe the effects that societal, economic, and technological change has on occupations.
From the Standard Course of Study
Social Studies (8) 11.2 Evaluate the importance of technological innovations and advances on quality of life.

Learner Outcome:
Students will explore past and future lifestyles.

Resources/Materials:
Paper, pen/pencil

Activity
1. Divide a sheet of paper in half, label one half "PAST" and the other half "FUTURE".
2. Imagine life 100 years in the past 100 years into the future. They should write down activities that were or will be going on at that time (e. g., occupations, leisure time, travel, athletics, and food).
3. Decide on one career for the past and another career for the future. Have them determine what type of education would be necessary for these positions.
4. Form small groups and discuss findings.

Extension
Imagine preparing a meal 100 years in the past and 100 years in the future. Role-play these situations.

Closure
Students will share their choices with the whole class.

Home/Family Involvement
Discuss changes that have occurred within the older family members' lifetimes.

Time Required: 1 class period

Career Development Activity

Subject Area: **Mathematics (8)**
Title: **Math Career Poster Project**

Career Development
Competency – 7 Knowledge of skills necessary to seek and obtain jobs.
Indicator – 2 Describe terms and concepts used in describing employment opportunities and conditions.
From the Standard Course of Study
Mathematics (8) 3.05 Describe, extend, and analyze a wide variety of geometric and numerical patterns.

Learner Outcome:
Student will examine ways math is used on the job.

Resources/Materials:
Poster boards, markers, etc.

Activity
1. Students will interview someone who uses mathematics in his or her job. Students will ask the person to give you an example of a problem used in his or her work. Students do not have to understand the problem themselves.
2. Students will make a poster with the title of the poster the same as the career.
3. The poster should include:
   - The mathematics problem,
   - A paragraph explaining in general what the problem is about and how it is used,
   - A picture to illustrate the job.
   - The name of the person interviewed and the name of the place they work.

Extension
Students will research occupations related to the person in their poster.

Closure
Students will share their posters with the class. Discuss with students the variety of math used in the different occupations.

Home/Family Involvement
Students will discuss with working family members how they use math in their jobs.

Time Required: 1- 2 class periods

Career Development Activity

Subject Area: **Social Studies (8)**
Title: **Nondiscriminatory RAFTing**

Career Development
Competency – 11 Knowledge of different occupations and changing male/female roles.
Indicator – 3 Describe stereotypes, biases, and discriminatory behavior that may limit opportunities for women and men in certain occupations.
From the Standard Course of Study
Social Studies (8) 11.1 Describe the various ways that social change and racial and ethnic diversity affect individuals and groups living in North Carolina.

Learner Outcome:
Students will use the RAFT technique to examine discriminatory behavior in the workplace.

Resources/Materials:
Career resource materials

Activity
4. Students will chose the role of an employee that feels they have been discriminated against in hiring, promoting or salary. **(Role)** [Students need to research the legislation related to the workplace such as the Equal Pay Act, Equal Opportunity Employment, etc.]
5. They will convince a judge and jury that they have been treated unfairly. They must show convincing evidence by writing about ways they have been discriminated against. **(Audience)**
6. They will prepare a closing argument **(Format)** to persuade the judge and jury to award them a settlement. **(Topic + strong verb)**.

Extension
Students will write a news story on the trial results.

Closure
Discuss the laws that protect employees from being treated unfairly.

Home/Family Involvement
Students should share with family members the case they developed in class. Discuss with family members ways to be sure you are treated fairly.

Time Required: 2 class periods

Career Development Activity

Subject Area: **Mathematics (8)**
Title: **Payday**

Career Development
Competency - 12 Understanding the process of career planning.
Indicator – 5 Identify strategies for managing personal resources (e.g., talents, time, money) to achieve tentative career goals.
From the Standard Course of Study
Mathematics (8) 1.03 Compare, order, and convert among fractions, decimals and percents.

Learner Outcome:
Students will examine a paycheck.
Students will compute the deductions taken out of a paycheck.
Students will develop a budget using the net pay from their paycheck.

Resources/Materials:
Career Choices, tabloid from SOICC
Sample paychecks or illustrations from textbooks

Activity
1. Review with students terms related to a paycheck: deduction, income tax, gross pay, net pay, endorse, FICA).
2. Students will use a career of choice. (It is better if students use an interest inventory to narrow their choices rather than look down the salary column).
3. Teacher will demonstrate how a paycheck is computed, using the budget worksheet in **Career Choices.**
4. Students will develop a budget for living expenses using the net pay computed.

Extension
Have students research Social Security to find out what is its, why it was developed, and what are its benefits.

Closure
Students will discuss the purpose of budgets that households and businesses use

Home/Family Involvement
Discuss with family ways in which they develop the budget for the household.

Time Required: 1 – 2 class periods

Career Development Activity

Subject Area: **Mathematics (8)**
Title: **Population Growth**

Career Development
Competency – 3 Knowledge of the importance of growth and change.
Indicator – 4 Describe changes that occur in the physical, psychological, social and emotional development of an individual.
From the Standard Course of Study
Mathematics (8) 4.06 Make predictions based on theoretical probabilities and experimental results.

Learner Outcome:
Students will identify the effects of population growth on the individual.

Resources/Materials:
Access to Internet for demographic data:
North Carolina State Demographics Web Site:
http://www.ospl.state.nc.us/demog/
State Bureau of Investigation
http://sbi2.jus.state.nc.us/crp/public/Default.htm
North Carolina Office of State Budget, Planning and Management
http://www.osbpm.state.nc.us/
The CIA World Fact Book 2000
http://www.odci.gov/cia/publications/factbook/index.html

Activity

1. In groups of two to four have students brainstorm five significant population changes that have occurred in your neighborhood in the last few months. For each change, write three ways the change has affected your community.
2. Consider the following scenario:
   You have been asked to serve on your city's planning committee. What are your main concerns with respect to growth that will arise and how will you handle them?
   Use data to make predictions and recommendations regarding growth in your community. Prepare a presentation on your predictions and recommendations.

Extension
Include graphs and other visual representations to support your predictions and recommendations.

Closure
Students will share with the rest of the class their presentations. Students should be prepared to answer questions for clarification.

Home/Family Involvement
Students will discuss with family what concerns they have for population growth on individuals.

Time Required: Several class periods – teacher determined

Career Development Activity

Subject Area: **Science (8)**
Title: **Responsibility in the Lab**

Career Development
Competency – 1 Knowledge of the influence of a positive self-concept.
Indicator – 3 Describe how one's behavior influences the feelings and actions of others.
From the Standard Course of Study
Science (8) 4.02 Demonstrate ways that simple machines can change force.

Learner Outcome:
Students will define and discuss the importance of responsibility.

Resources/Materials:
Strips of paper saying "responsible" and "irresponsible"

Activity
1. Discuss what responsibility means to the students.
2. Discuss the concept of accepting responsibility for your actions and their consequences.
3. Secretly assign "responsible" and "irresponsible" roles to students. Then have students participate in a short cooperative exercise that develops a sense of group responsibility, with some students playing responsible roles and some playing irresponsible roles.
4. Have the observing students identify who was cooperative and who was not cooperative.
5. Discuss how being cooperative and responsible is important in lab situations.

Extension
Have students make up posters encouraging fellow students to be responsible in the science lab.

Closure
Discuss how students feel about themselves and others in the following roles: cooperative, uncooperative, responsible and irresponsible.

Home/Family Involvement
Discuss with family members ways to be cooperative and responsible at home.

Time Required: 1 class period

Career Development Activity

Subject Area: **English Language Arts (8)**
Title: **School Social Worker**

Career Development
Competency – 8 Understanding how work relates to the needs and functions of the economy and society.
Indicator - 1 Describe the importance of work to society.
From the Standard Course of Study
English Language Arts (8) 4.2 The learner will respond to the personal, social, cultural, and historical significance of selections or personal experiences.

Learner Outcome:
Students will become aware of the job responsibilities of a school social worker
Students will write a case study

Resources/Materials:
Paper and pen/pencil

Activity
1. Discuss the job responsibilities of a social worker with students. Specifically study the three major categories of social work: casework, group work, and community organization worker. Students also can examine specific types of social workers: child welfare caseworkers, social welfare administrators, school social workers, family caseworkers, alcohol and drug abuse program social workers and probation officers.
2. Students will create a case study for one of the minor Luther Children from *Where the Lilies Bloom.*

Extension
Invite the school social worker from your school to speak to the class on their job.

Closure
Discuss with students what they think would happen if a social worker had taken on the Luther children as a case.

Home/Family Involvement
Discuss with family members what social workers do on their job.

Time Required: 1 – 2 class periods

Career Development Activity

Subject Area: **Science (8)**
Title: **Science Around Town**

Career Development
Competency – 6 Skills to locate, understand and use career information.
Indicator – 6 Identify sources of employment in the community.
From the Standard Course of Study
Science (8) 2.04 Analyze practices that affect the use, availability, and management of natural resources.

Learner Outcome:
Students will examine ways science is used in a variety of careers.
Students will identify sources of careers using science in their community.

Resources/Materials:
Career Resource Materials

Activity
1. Introduce students to the idea that science is used in many careers in some form or another.
2. Students will select a career and examine the job duties.
3. Students will use a local telephone directory and locate job sites within their community for this career.
4. Students will contact people in jobs where they think science is used on the job and write a paper on how science is used on that job.

Extension
Student will write a letter to some of the companies science math is used on the job and explain their class project. Students may request that the company provide additional information. These companies may become part of your Business Alliance and help classrooms in a variety of ways.

Closure
Students will compile their science information into a booklet titled, Science Around Town complete with company locations and contributions.

Home/Family Involvement
Students will talk with family members to examine the various ways science can be used around the house. Family members may also share how science is used on their jobs.

Time Required: 1 class period to introduce (but could be on going)

Career Development Activity

Subject Area: **Mathematics (8)**
Title: **Shadowing a Math Career**

Career Development
Competency – 7 Knowledge of skills necessary to seek and obtain jobs.
Indicator – 2 Describe terms and concepts used in describing employment opportunities and conditions.
From the Standard Course of Study
Mathematics (8) 3.01 Use formulas in problem-solving situations.

Learner Outcome:
Students will describe employment opportunities and conditions.
The student will identify how math is used on the job.

Resources/Materials:
Varies by job site

Activity
1. Students will select a job to job shadow.
2. As students shadow their career person, they will be looking for opportunities and conditions were math is used on the job.
3. Students will write down the problem and its solution as well as tools used to solve the problem.

Extension
Students can view a free video from Video Placement Worldwide titled, "A Job For The Future: Careers in Measurement and Control". (Address: 25 Second Street North, Suite 120, St. Petersburg, Florida 33701)

Closure
Students upon returning to the classroom will share their job shadowing experience with the class along with its problem and its solution.

Home/Family Involvement
Discuss with family members the job shadowing experience.

Time Required: 1 class period

Career Development Activity

Subject Area: **Social Studies (8)**
Title: **Just One Skill an Anthropologist Masters**

Career Development
Competency – 2 Skills to interact with others.
Indicator – 7 Demonstrate understanding of different cultures, lifestyles, attitudes, and abilities.
From the Standard Course of Study
Social Studies (8) 2.1 Identify Native-American cultures and evaluate their contributions to North Carolina culture.

Learner Outcome:
Students will examine what an anthropologist does.
Students will participate in one of the skills mastered by the anthropologist.

Resources/Materials:
Overhead transparency of Indian Sign Language
Bell and Crow's *North Carolina History of an American State*

Activity
1. Display the overhead on Indian sign language symbols.
2. Discuss how Native Americans preserved their history through oral histories. These symbols were drawn in sand or carved, or engraved in skins. But the oral word retold the stories. Oral history is the spoken word rather than the written.
3. Students are asked to participate in oral history tradition as they evaluate the Native American Belief System. They are to do this by (a) reading assigned passages, (b) imagine that they are a storyteller and write a part of a story that tells of their beliefs based upon assigned topic, and (c) prepare to present to class their oral history writing. Assigned topics based upon reading of Bell and Crow, *North Carolina: The History of an American State*, pages 55-59: "This World", "Gods and Spirits", "Animals", "Plants", "Purification", and the "Law of Retaliation". Topics are randomly assigned.
4. Students independently read assigned passages and write their beliefs.
5. Randomly, students are asked to share their oral history with each topic orally shared by one class member.

Extension
As student shares his/her beliefs, fellow classmates write a statement about each belief shared.

Closure
Discuss the process of sharing beliefs and recording information. Relate to anthropologist work.

Home/Family Involvement
Discuss the family the tradition of oral history. Ask older family members to share oral histories of the family they know.

Time Required: 2- 3 class periods

Career Development Activity

Subject Area: **Social Studies (8)**
Title: **Tarheel Occupations**

Career Development
Competency – 12 Understanding the process of career planning.
Indicator – 4 Describe skills needed in a variety of occupations, including self-employment.
From the Standard Course of Study
Social Studies (8) 11.2 Evaluate the importance of technological innovations and advances on quality of life in North Carolina and the nation.

Learner Outcome:
Students will work on communication skills.
Students will analyze data for career changes and new trends.

Resources/Materials:
Survey questions
Data collection sheets

Activity
1. Students look over the Tarheel Occupation Survey Questions. Questions asked in the surveys involved naming the family member's job, length of time on the job, training needed for the job, classes in school most helpful and most liked, advice to students still in school, and types of jobs held by grandparents and great-grandparents. (All questionnaires should not have names to keep them anonymous.
2. The following week the students worked in groups studying the surveys, concentrating on assigned question/answers making lists of results, and reporting to the class on their findings.

Extension
Students will compare the salaries reported by the survey participants against the average salary for that occupation in North Carolina. They can also compare this against the national average.

Closure
Students will discuss how careers have changed in North Carolina over the years as well as the variety of jobs available in North Carolina.

Home/Family Involvement
Participation in the survey involves the family.

Time Required: 1 week outside of class to collect information
2 – 3 class periods to compile and analyze data

Reference: Wake County School to Career Best Practices – East Garner Middle School

Career Development Activity

Subject Area: **Mathematics (8)**
Title: **The Pythagorean Theorem?**

Career Development
Competency – 12 Understanding the process of career planning.
Indicator – 2 Identify school courses that meet tentative career goals.
From the Standard Course of Study
Mathematics (2.06) Use the Pythagorean Theorem to solve problems.

Learner Outcome:
The student will use the Pythagorean theorem to solve problems from the different occupations.

Resources/Materials:
Calculator

Activity
1. After teacher the Pythagorean theorem
2. Students will solve a variety of job-related problems using the Pythagorean theorem. A good reference for job-related word problems is "*When Are We Ever Gonna Have to Use This?* By Hal Saunders (ISBN # 1-57232-364-7)
3. Student will write other job-related problems using the Pythagorean theorem.

Extension
Invite to class a guest speaker that uses the Pythagorean Theorem on their job. (Forestry Land Management Planner, Industrial Engineer, Meteorologist, Airplane Pilot, Photographer, Plumber, etc.)

Closure
Students will find out more about the careers that these math problems came from.

Home/Family Involvement
Explain the Pythagorean Theorem to your family members. Discuss any potential uses around the home to use this theorem.

Time Required: 1 – 2 class periods.

Career Development Activity

Subject Area: **Arts Education – Music (8)**
Title: **Turning Aptitudes into Abilities**

Career Development
Competency – 1 Knowledge of the influence of a positive self-concept.
Indicator – 4 Identify environmental influences on attitudes, behaviors and aptitudes.
From the Standard Course of Study
Arts Education – Music (8) 2.1 Demonstrate understandings, sensitivities and skills through appropriate instrumental practices.

Learner Outcome:
Students will recognize his or her natural aptitudes and their applications.
Students will have an opportunity to develop abilities that compliment his or her aptitudes.
Students will develop an understanding the variety of career and leisure applications for his or her abilities.

Resources/Materials:
"Developing Abilities"

Activity
1. Discuss with students the terms abilities and aptitudes. Explain the differences. Share with students strategies that can change an aptitudes into an ability.
2. Share with students the four stages of skill development in "Developing Abilities". Ask students to consider where they are in their music ability.
3. Assign students something they do normally participate in – a new activity, a new instrument, a new part, etc.

Extension
You may wish to explain the learning curve and its effects on our attitude toward mastery.

Closure
After participating in the activity, ask students what they learned from this activity and if they would like to do this again.

Home/Family Involvement
With family members, have the student explore the weekend section of your newspaper. Look for an activity the family can do together. It should be something they would not normally choose. After participating in the activity discuss what the student learned from this activity and would they like to do it again.

Time Required: 1 class period
Turning Aptitudes into Abilities

DEVELOPING ABILITIES

Whenever we learn a new ability we must pass through the following four stages of skill development:

Novice

In the novice stage we are just starting to learn about a skill. This stage can go quickly or take a long time depending on the complexity of the task. During this time we receive an orientation to the topic by reading about it – or we are taught by a person who has mastered the subject. It's useful to see demonstrations of the skill being used to complete tasks.

- Verbally recognize and praise demonstration of natural aptitude
- Look for things that can be done at school or with others to develop these abilities
- Observe and get to know other people who have mastered these skills

Apprentice

During the apprentice stage we begin the hands-on skill practice under the supervision of a person who has mastered it. First we assist the master, than perform the task under the master's supervision. We practice the skill over and over again until it becomes second nature to us.

- Seek encouragement and assistance to practice skills
- Locate training opportunities which may include courses, lessons, clubs, or teams
- Look for summer or part-time jobs or volunteer opportunities to practice these skills.

Master

When the skill becomes natural to us and we can do it repeatedly and consistently well, without error, we have reached the point of mastery.

- Look for opportunities for competition with others of equal skill level
- Learn new and challenging applications for skills they have already mastered
- Seek opportunities where skill mastery can be demonstrated and recognized
- Use skills in responsible, ethical and life-enhancing ways

Mentor

The greatest pleasure in mastering a task is to get to the point where we can begin to share our skill by training others.

- Share your skills with others, particularly younger or less fortunate people
- Set a good example for others by always doing your best

Career Development Activity

Subject Area: **Social Studies (8)**
Title: **TV Reporter**

Career Development
Competency – 12 Understanding the process of career planning.
Indicator – 4 Describe skills needed in a variety of occupations, including self-employment.
From the Standard Course of Study
Social Studies (8) 1.4 Trace changes in the movement of people, goods, and ideas at different periods throughout North Carolina history.

Learner Outcome:
Students will report "the news" as a TV Reporter would.
Students will participate in research, news writing, and news delivery.
Students will participate in a group effort in broadcasting.

Resources/Materials:
Teacher made assignment sheet.

Activity
1. In conjunction with the unit of study on The French and Indian War (any topic would work), students are grouped into five groups with one individual volunteering to serve as the anchorperson.
2. Each group, including the anchor, is given an assignment sheet specific to the assigned topic (such as Proclamation of 1763) Included in the instructions are topic, source of information, and steps to completing the assignment. These include:
   - Research assigned topic
   - Summarizing the information
   - Decide manner of news report: interview vs. reporting
   - Drafting newscast segment
   - Assign roles: news editor, reporter, and interviewee
   - Rehearse
   - Presentation of the news
3. As a group, put their news show together and videotape the show.

Extension
Invite a local TV newsperson to speak to the class on their job responsibilities.

Closure
Share the tapes among the classes. Discuss the process especially working in groups.

Home/Family Involvement
Watch the day's TV news with family members. Discuss what it must take to produce this show daily.

Time Required: 2 –3 class periods

Career Development Activity

Subject Area: **Social Studies (8)**
Title: **WebQuest**

Career Development
Competency – 12 Understanding the process of career planning.
Indicator – 6 Develop an individual career plan, updating information from the elementary-level plan and including tentative decision to be implemented in high school.
From the Standard Course of Study
Social Studies (8) 11.2 Evaluate the importance of technological innovations and advances on quality of life in North Carolina and the nation.

Learner Outcome:
The student will use Internet and print references to investigate a solution to a problem.

Resources/Materials:
A WebQuest
Internet access
Career Materials

Activity
A WebQuest is an inquiry-oriented activity in which some or all of the information used by learners is drawn from the Web. WebQuest are designed to use learner's time well, to focus on using information rather than looking for it, and to support learners' thinking at the levels of analysis, synthesis and evaluation.

A WebQuest titled, "When I grow up…" is a career exploration webquest for middle school students: "What will I Be When I Get Big" is a webquest that uses the Covey information and ties into character education. Use NC Wise Owl to link you to these WebQuests: http://www.ncwiseowl.org - this website sponsored by NC Dept. of Public Instruction is full of ideas and lots of help. There are several career related WebQuests as well as numerous subject related ones. There are also links to additional sites with more ideas and how to create your own.

Extension
Depending on the topic, WebQuests are very thorough. Students usually produce a product to be evaluated such as presentations, power points, speeches, etc.

Closure
Evaluate the students' work. Rubrics for WebQuest are performance based.
Students' will share their product with the class. Reflective discussions on the process should be included in closure.

Home/Family Involvement
Discuss with family members the problem/story of the WebQuest they were assigned in school. Share with family members as you work through the WebQuest.

Time Required: Teacher directed

Career Development Activity

Subject Area: **English Language Arts (8)**
Title: **What Employers Want**

Career Development
Competency – 7 Knowledge of skills necessary to seek and obtain jobs.
Indicator – 1 Demonstrate personal qualities (e.g., dependability, punctuality, getting along with others) that are needed to get and keep jobs.
From the Standard Course of Study
English Language Arts (8) 4.3 The learner will respond critically and creatively to selections or personal experiences.

Learner Outcome:
Students will assess their performance in a cooperative assignment.
Students will develop an understanding of traits required of employee.

Resources/Materials:
Group Brag Sheets
"What Employers Look for in Employees" transparency

Activity

1. Assign students an assignment where they must work together cooperatively.
2. Students are to self-assess their involvement in the group product as well as assess their fellow group members "job performance" using the Group Brag Sheet.
3. Having rated themselves and their peers on a scale of 1 – 5 on five different components, the teacher tallies the scores. [Note: Students are encouraged to make comments. Assure the students that this information is between the scorer and teacher only. No one else will see the scores awarded.
4. Prior to returning the scored Group Brag Sheets, students are informed of the John Hopkins University survey detailing "What Employers Look for in Employees." Each component needs to be discussed with examples from the workplace. Such as employees reporting to work on time. If late, customers may be left out not served which can result in lost customers – Lost customers results in lost business resulting in lost revenue. The result is a loss of employment for undependable employee. A major emphasis is placed on the top components: dependability, getting along well with others.
5. Following a discussion, the scored Group Brag Sheets are returned to the individual students reflecting their overall score and comments made by peers. (**Note: The teacher transfers key comments made by peers onto the student's score sheet so as to avoid confrontation amongst peers.)

Extension
Students are to write down what an employer would have thought of their job performance.

Closure
Students will discuss how important getting along with others is to job performance.

Home/Family Involvement
Students will think of times they must work with a family member to get a task completed. They will discuss job performances with family members
Time Required: 1 class period to evaluate

GROUPWORK BRAG SHEET

Name: _____
My role in the group was: _____
List all the ways you helped your group complete this task:

List all the ways you helped your group work effectively and cooperatively?

Using this scale evaluate yourself and the members of your group on the criteria listed: 1(never) 2(rarely) 3(sometimes) 4(usually) 5(always)
Name: _____
_____ Was their work of high quality?
_____ Was their work completed on time?
_____ Did they contribute ideas during group discussion?
_____ Did they offer assistance to other group members?
_____ Did they maintain a positive attitude during group work?

_____ Total
Comments:

Name: _____
_____ Was their work of high quality?
_____ Was their work completed on time?
_____ Did they contribute ideas during group discussion?
_____ Did they offer assistance to other group members?
_____ Did they maintain a positive attitude during group work?

_____ Total
Comments:

Name: _____
_____ Was their work of high quality?
_____ Was their work completed on time?
_____ Did they contribute ideas during group discussion?
_____ Did they offer assistance to other group members?
_____ Did they maintain a positive attitude during group work?

_____ Total
Comments:

Name: _____
_____ Was their work of high quality?
_____ Was their work completed on time?
_____ Did they contribute ideas during group discussion?
_____ Did they offer assistance to other group members?
_____ Did they maintain a positive attitude during group work?

_____ Total
Comments:

Name: _____
_____ Was their work of high quality?
_____ Was their work completed on time?
_____ Did they contribute ideas during group discussion?
_____ Did they offer assistance to other group members?
_____ Did they maintain a positive attitude during group work?

_____ Total
Comments:

SURVEY OF AMERICAN EMPLOYERS

Employers were asked: Other than a job competency, what qualities do you desire in your employees?

94%*	Dependability
88%	Proper attitudes
74%	Getting along well
65%	Able to read
56%	Basic arithmetic
22%	Read complex materials
10%	Handle complex math

John Hopkins University

*Represents the percentage of employers who said these qualities were valued.

Career Development Activity

Subject Area: **English Language Arts (8)**
Title: **Why People Work**

Career Development
Competency – 8 Understanding how work relates to the needs and functions of the economy and society.
Indicator – 1 Describe the importance of work to society.

From the Standard Course of Study
English Language Arts (8) 4.1 The learner will respond to personal situations and events in selections and to personal situations and events.

Learner Outcome:
Students will define their definition of work.
Students will examine reasons why people work.

Resources/Materials:
Questions for a "What Do You Enjoy About Work?" survey.

Activity
1. Ask student to discuss what is their definition of work.
2. Students are to list the things they enjoy doing right now. They then should consider what it would be like to get paid for doing the things they like.
3. Students will write a letter to an imaginary friend telling them why they want to get a job, what the job will be, and what they realistically think they will do.
4. Students should look up potential employers in a local telephone book.

Extension
Students will interview adults about the reasons they work (besides money). They will share the results with the class.

Closure
Class will discuss how they will spend 70,000 hours during their lifetime (that is the average length of time most people work). Have them list reasons that they should choose a job that will meet their personal needs and goals.

Home/Family Involvement
Interview a family member about his or her own job and complete a job profile. What are the duties, what do you like or dislike about the job,

Time Required: 1 class period

Career Development Activity

Subject Area: **English Language Arts (8)**
Title: **Writer's Solution**

Career Development
Competency – 12 Understanding the process of career planning.
Indicator – 1 Demonstrate knowledge of exploratory processes and programs.
From the Standard Course of Study
English Language Arts (8) 2.3 The learner will apply, extend, and expand on information and concepts.

Learner Outcome:
Students will research a career of interest to them.
Students will use the software program, Writer's Solution, to write an expository/clarification essay.

Resources/Materials:
Computer lab with Writer's Solution software package and Internet access.

Source: Writer's Solution by Prentice Hall, Inc.
Distributed by Computer Curriculum Corp.
1287 Lawrence Station Road
Sunnyvale, California 94089
(888) CCC4KIDS

Activity
1. Students use a self-assessment inventory to determine interests and skills.
2. Using information from the inventory, students select a career to research.
3. Using the Writer's Solution software for all stages of the writing process students will produce a five or more paragraph expository essay on the suitability of that career for him/her. Students will use graphic organizers to organize research, use the writer's notebook for the first draft, practice all the revision techniques, and then transfer their essays to Microsoft Works where they will do their final editing and printing.

Extension
This lesson works well to be an integrated learning with other teachers. The guidance counselor can speak to classes about careers and training. The guidance counselor or science teacher could give the self-assessment inventory. Social studies teacher could teach students how to do research including note-taking, interviews, and use parental input. Math teachers could have them create a budget using the expected salary from their career of interest. Resource teachers could work with identified students throughout the process.

Closure
Have students reflect on the process. Encourage them to share their comments with classmates. Discuss how choosing a career is an on-going and changing process.

Home/Family Involvement
Parental input throughout the process is encouraged. They may provide excellent sources of information.

Time Required: Up to 2 weeks

National Career Development Guidelines

Middle School Career Competency/Indicator	Sixth	Seventh	Eighth
Competency 1: Knowledge of the influence of a positive self-concept			
1. Describe personal likes and dislikes.	ELA-4.2	HL-2.4	
2. Describe individual skills required to fulfill different life roles.	AET-2.3		
3. Describe how one's behavior influences the feelings and actions of others.	ELA-1.4	AEV-1.2 S-2.04 M-3.05	S-4.02
4. Identify environmental influences on attitudes, behaviors and aptitudes.		AEM-6.5	AEM-2.1
Competency 2: Skills to interact with others.			
1. Demonstrate respect for the feelings and beliefs of others.			
2. Demonstrate an appreciation for the similarities and differences among people.	AEV-4.3	SS-4.2	
3. Demonstrate tolerance and flexibility in interpersonal and group situations		ELA-4.3	
4. Demonstrate skills in responding to criticism.	ELA-3.3		
5. Demonstrate effective group membership skills.	M-2.13	ELA-4.3	AEV-4.1
6. Demonstrate effective social skills.	HL-5.1	HL-5.1	AET-2.1
7. Demonstrate understanding of different cultures, lifestyles, attitudes, and abilities.		SS-3.2 SS-10.3	SS-2.1
Competency 3: Knowledge of the importance of growth and change.			
1. Identify feelings associated with significant experiences.		M-4.01 ELA-2.1	
2. Identify internal and external sources of stress.	SS-6.3	AEM-6.3	
3. Demonstrate ways of responding to others when under stress.	HL-2.6		
4. Describe changes that occur in the physical and psychological, social and emotional development of an individual.	AEV-4.2	HL-4.2	HL-5.3 M-4.06

5. Describe physiological and psychological factors as they related to career development.	M-4.01		
6. Describe the importance of career, family, and leisure activities to mental, emotional, physical and economics well being.	HL-5.2 HL-1.3	HL-2.2	

Competency 4: Knowledge of the benefits of educational achievement to career opportunities.			
1. Describe the importance of academic and occupational skills in the work world.			
2. Identify how the skills taught in school subjects are used in various occupations.	ELA-4.2 M-1.09 M-3.05	ELA-3.3	
3. Describe individual strengths and weaknesses in school subjects.			
4. Describe a plan of action for increasing basic educational skills.		M-1.03	
5. Describe the skills needed to adjust to changing occupational requirements.			
6. Describe how continued learning enhances the ability to achieve goals.			
7. Describe how skills relate to the selection of high school courses of study.			
8. Describe how aptitudes and abilities relate to broad occupational groups.			

Competency 5: Understanding the relationship between work and learning.			
1. Demonstrate effective learning habits and skills.	M-3.01		
2. Demonstrate an understanding of the importance of personal skills and attitudes to job success.	SS-1.3	S-2.01	
3. Describe the relationship of personal attitudes, beliefs, abilities and skills to occupations.	M-4.09		

Competency 6: Skills to locate, understand, and use career information.			
1. Identify various ways that occupations can be classified.		M-3.05	AEV-6.2
2. Identify a number of occupational groups for exploration.		ELA-2.1	
3. Demonstrate skills in using school and community resources to learn about occupational groups.	ELA-3.2	SS-9.1	
4. Identify sources to obtain information about occupational groups, including self-employment.	AEV-9.4		
5. Identify skills that are transferable from one occupation to another.			
6. Identify sources of employment in the community.	ELA-4.3	M-1.06	S-2.04

Competency 7: Knowledge of skills necessary to seek and obtain jobs.			
1. Demonstrate personal qualities (e.g., dependability, punctuality, getting along with others) that are needed to get and keep jobs.	HL-6.3		ELA-1.2 ELA-2.3 ELA-4.3
2. Describe terms and concepts used in describing employment opportunities and conditions.			M-3.05 M-3.01
3. Demonstrate skills to complete a job application.			ELA-3.3
4. Demonstrate skills and attitudes essential for a job interview.		SS-5.2	ELA-1.1

Competency 8: Understanding how work relates to the needs and functions of the economy and society.			
Describe the importance of work to society.			ELA-4.1 ELA-4.2
2. Describe the relationships between work and economic societal needs.	SS-9.4	S-3.05	S-2.02 SS-1.5
3. Describe the economic contributions workers make to society.			
4. Describe the effects that societal, economic and technological changes have on occupations.	S-3.04	AEV-7.4	SS-11.2

Competency 9: Skills to make decisions.			
1. Describe personal beliefs and attitudes.		SS-1.3	
2. Describe how career development is a continuous process with series of choices.	S-4.06 M-3.06		
3. Identify possible outcomes of decision.	SS-9.3		SS-11.3
4. Describe school courses related to personal, educational and occupational.			
5. Describe how the expectations of others affect career planning.		M-4.07	
6. Identify ways in which decisions about education and work relate to other major life decisions.		ELA-4.2	
7. Identify advantages and disadvantages of various secondary and postsecondary programs for the attainment of career goals.		ELA-4.3	
8. Identify the requirements for secondary and postsecondary programs.			

Competency 10: Knowledge of the interrelationship of life roles.			
1. Identify how different work and family patterns require varying kinds and amounts of energy, participation, motivation and talent.	ELA-1.3		
2. Identify how work roles at home satisfy needs of the family.			
3. Identify personal goals that may be satisfied through a combination of work, community, social and family roles.	S-2.03	S-4.03	S-4.03
4. Identify personal leisure choices in relation to lifestyle and the attainment of future goals.		S-1.04	S-1.04 HL-2.4
5. Describe advantages and disadvantages of various life role options.			
6. Describe the interrelationships between family, occupational and leisure decisions.			

Competency 11: Knowledge of different occupations and changing male/female roles.			
1. Describe advantages and problems of entering nontraditional occupations.			M-4.04
2. Describe advantages of taking courses related to personal interest, even if members of the opposite gender usually take them.	AED-7.1	ELA-4.3	
3. Describe stereotypes, biases, and discriminatory behaviors that may limit opportunities for women and men in certain occupations.	SS-12.2		SS-11.1

Competency 12: Understanding the process of career planning.			
1. Demonstrate knowledge of exploratory processes and programs.	ELA-1.3		ELA-2.3
2. Identify school courses that meet tentative career goals.			M-2.06
3. Demonstrate knowledge of academic and vocational programs offered at the high school level.			
4. Describe skills needed in a variety of occupations, including self-employment.		M-1.08	ELA-1.3 SS-11.2 SS-1.4
5. Identify strategies for managing personal resources (e.g., talents, time, money) to achieve tentative career goals.	ELA-2.2 M-3.05		M-1.03
6. Develop an individual career plan, updating information from the elementary-level plan and including tentative decision to be implemented in high school			SS-11.2

Section III:
Workshop Outline

A sample workshop to guide interested counselor-teacher teams in developing career development activities for their classrooms and programs.

SAMPLE WORKSHOP OUTLINE

Title: Middle School Career Awareness Workshop

Time: One to three six hour days (hours beyond six are for writing and critiquing activities)

Materials:
Copies of the National Career Development Guidelines for each participant.
Competencies from the NC Programs of Study for the grade levels involved.
Paper, pens and pencils.
Chart paper and markers.
Activity sheets
Evaluation sheets (if appropriate)
Credit sheets (if appropriate)

I. An overview of the career planning process
   A. The significance of the National Career Development Guidelines
   B. The National Standards for School Counseling Programs.

II. What are you already doing in your school?
   A. Brainstorm a list of school activities (i.e. character education)
   B. Have members of the group share with others those things on their list.
   C. Ask how each one could be linked to career awareness.
   D. Have groups locate examples from the standard course of study (Programs of Study) of things that are career-related.
   C. Have members of the group match these examples with competencies and indicators from the National Career Development Guidelines.

III. In groups of two, prepare a sample career awareness activity. Exchange activity with another group. Each group should see if they have enough information to teach the activity, or if not, list what they still need. Answer any general questions.

IV. Have each participant write an individual activity from one of the core curriculum areas. Exchange the completed activity with another participant. Critique the activity. Share that with the author of the activity. Answer any general questions.

V. Continue writing and critiquing activities until each participant has written four or five from different curriculum areas.
   A. Be sure to include healthful living and the arts.
   B. Be sure that special needs students have been included.

VI. Someone should be responsible for editing, duplicating and distributing the activities.

CAREER DEVELOPMENT ACTIVITY

TITLE: _____
SUBJECT AREA(S): _____
GRADE LEVEL(S): _____

CAREER DEVELOPMENT COMPETENCY:

CAREER DEVELOPMENT PERFORMANCE INDICATOR:

ACADEMIC OBJECTIVE:

ACTIVITY:

LEARNER OUTCOME:

RESOURCES:

TIME REQUIRED:

Section IV:
Appendices

Additional resources for career development.

APPENDIX A

Eric Clearinghouse on Tests, Measurement, and Evaluation March 1992 EDO-TM-92

The Secretary of Labor's Commission on Achieving Necessary Skills

Deborah Whetzel, American Institutes for Research

What skills will prepare our youth to participate in the modern workplace? What skill levels do entry-level jobs require? In 1990, Elizabeth Dole, then Secretary of the Department of Labor, established the Secretary's Commission on Achieving Necessary Skills (SCANS) to answer these questions.

What are workplace skills?

To find meaningful work, high school graduates need to master certain workplace skills. SCANS calls these essentials foundation skills and competencies.

Workers use foundation skills-academic and behavioral characteristics-to build competencies on. Foundation skills fail into three domains:

- basic skills-reading, writing, speaking, listening, and knowing arithmetic and mathematical concepts;
- *thinking* skills-reasoning, making decisions, thinking creatively, solving problems, seeing things in the mind's eye, and knowing how to learn; and
- *personal* qualities-responsibility, self-esteem, sociability, self-management, integrity, and honesty. Competencies, however, more closely relate to what people actually do at work. The competencies that SCANS has identified fall into five domains:
- Resources-identifying, organizing, planning, and allocating time, money, materials, and workers;
- *Interpersonal* skills-negotiating, exercising leadership, working with diversity, teaching others now skills, serving clients and customers, and participating as a team member;
- *Information skills*-using computers to process information and acquiring and evaluating, organizing and maintaining, and interpreting and communicating information;
- *Systems skills*-understanding systems, monitoring and correcting system performance, and improving and designing systems; and
- *Technology Utilization skills*-selecting technology, applying technology to a task, and maintaining and troubleshooting technology.

How did SCANS identify and define the skills?

SCANS began a four-step process by first formulating its approach to identifying the skills:

- asking commissioners for their comments and suggestions,
- visiting successful corporations that stress high-level employee skills, and
- reviewing recent research and discussing skills with researchers and analysts.

Next, in a workshop, a panel of experts reviewed this research and suggested a draft set of initial skills. In clear, understandable terms, these skills describe what capabilities American workers need.

Second, to define those skills, SCANS reviewed the literature from psychological, education, and business databases. The definitions that SCANS wrote include a description of the skill itself and an illustration of a worker competently using the skill.

In the third stage, SCANS asked research and business experts, among others, to review the skills and definitions to determine whether anything was

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missing in any domain. These experts also reviewed some examples of how workers might use the skills.

Fourth, SCANS analyzed jobs in various arm of the economy to see how the skills apply. SCANS chose a sample of 50 jobs to represent the various employment sectors identified by the Department of Labor. These 50 jobs

- are part of a meaningful career path,
- are expected to make up a large proportion of jobs in the future economy, and collectively,
- call on diverse skills.

Examples include farmer, cosmetologist, personnel specialist, and law enforcement officer.

For this job analysis, SCANS asked job experts to review the skill definitions and to rate how critical each skill is to the jobs. For any skill that the experts considered highly critical, SCANS asked them to detail a task requiring a worker to use that skill. Then, SCANS asked the job experts about critical incidents that would call for workers to proficiently use the skills.

SCANS used the data collected from the job to evaluate how clear and comprehensive job experts found the skill definitions, and to estimate how critical the skills are across a range of jobs.

How did SCANS identify levels of skill difficulty?

Besides defining workplace skills, SCANS studied how proficient workers need to be in each foundation skill and competency.

SCANS scaled the job tasks identified in the job analysis. SCANS asked 20 people to rate the skill level required to effectively perform each job task. These scaled tasks will become benchmarks for each skill, illustrating several levels of difficulty for the skills.

What are the next steps?

SCANS has two other charges:

- suggest effective ways to assess proficiency and
- develop a dissemination strategy for homes, schools, unions, and businesses

To find ways to assess proficiency, SCANS will consider and report on the issues involved in assessing students. These Issues include authentic assessment that employers could use in academic and hiring decisions.

To develop a dissemination strategy, SCANS will study issues we must consider before schools can integrate instruction in the competencies into current programs. These issues include financial considerations as well as teacher training and curriculum concerns.

Despite some disagreement over the relevance of these skills (Samuelson, 1991), Lynn Martin, the new Department of Labor secretary, supports the ideas discussed in the first SCANS report. She believes that in today's economy, we must do more than educate students about reading, writing, and arithmetic: "Diplomas must reflect the demands of a changing workplace for broader skills beyond the 3 Rs" (Martin, 1991).

According to William E. Brock, the chair of SCANS, the end product "must include the publication of necessary functional and enabling skills which society must provide to every child in this country by the age of 16. Our mission, once these are enumerated, must be to bring the progressive forces of this country to bear on those changes in public education which would allow us to meet the stated objective. Every school would be affected, every child would be affected, every workplace would be affected.

References

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APPENDIX B

DEVELOPMENT TRAITS	CAREER NEEDS	PARENT INVOLVEMENT
Prekindergarten-3rd Grade:		
❑ Needs and seeks attention and praise. ❑ Has boundless energy. ❑ Considers fantasy as reality. ❑ Needs confidence building. ❑ Shows a variety of tension releasing behaviors.	❑ Distinguish between work and play. ❑ Identify different types of work. ❑ Experience different types of work activities. ❑ Describe how decisions are made. ❑ Demonstrate a positive attitude. ❑ Identify personal feelings.	❑ Listen and encourage. ❑ Encourage involvement in a variety of sports/hobbies. ❑ Positively reinforce child for completing chores. ❑ Praise efforts toward work as well as accomplishments. ❑ Show an interest and stress importance of school. ❑ Give toys that promote role playing. ❑ Make decisions with -not for your children.
4th Grade-6th Grade:		
❑ Is more independent. ❑ Feels that belonging to a group and friends are important. ❑ Can assume more responsibility. ❑ Has a surprising scope of interests. ❑ Can think on own, but is influenced by others.	❑ Identify personal interests, abilities, strengths, and weaknesses. ❑ Describe how to work at home and/or school relates to jobs in community. ❑ Describe how work is important and attainable to all people. ❑ Describe how personal beliefs and values effect decision making.	❑ Encourage good work habits at home. ❑ Gradually add responsibilities. ❑ Effort/experience are more important than quality. ❑ Avoid assigning jobs at home by sex to avoid stereotyping. ❑ Show various workers in your community. ❑ Participate in the school's career education program. ❑ Listen as your child makes decisions. ❑ Keep in mind peer pressure.
. 7th Grade - 8th Grade:		
❑ Is undergoing dramatic physical changes. ❑ Is sensitive and has a need for approval. ❑ Tries to build a unique identity apart from parent's influence. ❑ Wants more independence. ❑ Is curious but not ready for planning. ❑ Expresses feelings more openly.	❑ Demonstrate effective skills in working with others. ❑ Show an appreciation for the similarities and differences among people. ❑ Identify strategies for managing personal finances. ❑ Describe skills needed in a variety of occupations. ❑ Demonstrate skills needed to obtain and keep a job.	❑ Discuss your child's skills, interests, abilities, and goals to help plan for the future. ❑ Encourage participation in service-oriented activities in the community. ❑ Help children meet a variety of workers by arranging job observations, field trips, or personal interviews. ❑ Use guided money management and allow your child to make economic choices. ❑ Allow children to work part-time outside the home.
High School:		
❑ Develops a sense of self-identity. ❑ Begins a more prominent and realistic work/career search. ❑ Develops a concern about social issues. ❑ Matures sexually with physical and emotional changes. ❑ Increases independence.	❑ Understand how individual personality, abilities, and interests relate to career goals. ❑ Understand how education relates to ❑ college majors, further training and/or ❑ entry into the job market. ❑ Demonstrate transferable skills that can ❑ apply to a variety of occupations and ❑ changing work requirements. ❑ Be able to use a wide variety of career ❑ information resources. ❑ Show responsible decision making.	❑ Help your child make independent decisions. ❑ Encourage exploration of all kinds of post secondary education opportunities. ❑ Involve yourself in your child's future planning. ❑ Give certain economic responsibilities. ❑ Encourage job awareness. ❑ Be flexible as the decision-making process evolves. It takes patience and numerous modifications.

Source: American School Counselor Association

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